REPORT RESUMES

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AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL. BY- ROSENFELD, MICHAEL

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

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THE PURPOSES OF THIS PROJECT WERE TO (1) DEVELOP A SET OF OBJECTIVES WHICH ACCURATELY REFLECTED THE TASKS THE SCHOOL WOULD LIKE TO ATTEMPT AND THE OUTCOMES NEEDED IN ORDER TO VIEW THE SCHOOL AS SUCCESSFUL, AND (2) DEVELOP A SET OF INSTRUMENTS AND A FLAN FOR GATHERING DATA WHICH WOULD ALLOW THE STAFF TO EVALUATE AND DETERMINE THE ACHIEVEMENT OF EACH OF THEIR OBJECTIVES. THE PLAN WAS DESIGNED TO BE CARRIED OUT BY THE SCHOOL STAFF WITH MINIMAL ASSISTANCE FROM OUTSIDE SPECIALISTS. GREENE JOINT VOCATIONAL SCHOOL OBJECTIVES, AS SET FORTH BY THE SCHOOL STAFF, ARE GROUPED ACCORDING TO THE ELEMENT THEY ARE INTENDED TO SERVE--STUDENTS, FEEDER SCHOOLS, ADULTS, STAFF, EMPLOYERS, AND COMMUNITY. FOR EACH OBJECTIVE, THERE IS A LIST OF DATA TO BE COLLECTED, WITH THE SOURCE IDENTIFIED. DATA SUMMARY SHEETS IDENTIFY THE ITEMS TO BE USED TO ASSESS EACH OBJECTIVE. AN EVALUATION FLAN CONTAINS A DESCRIPTION AND EXPLANATION OF THE MANNER IN WHICH THE ASSESSMENT ITEMS CAN BE USED AND SPECIFIES WHO SHOULD FILL OUT THE ITEM, THE TIME IT SHOULD BE ADMINISTERED, THE INDIVIDUAL RESPONSIBLE FOR SUMMARIZING THE DATA, AND THE ACTION TO BE TAKEN. EVALUATION FORMS TO BE COMPLETED BY STUDENTS, GRADUATES, ADULT GRADUATES, EMPLOYERS, STAFF, AND COMMUNITY GROUPS ARE INCLUDED. COPIES OF DATA SUMMARY SHEETS AND EVALUATION FORMS ARE INCLUDED. (MM)

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AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL

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September 1967

AMERICAN INSTITUTES FOR RESEARCH Pittsburgh, Pennsylvania



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INTRODUCTION

The Greene Joint Vocational School (GJVS) will become operational in September 1967. Both the hardware (physical facilities) and software (the curriculum) are new. During its early months of operation, it is highly unlikely that everything will work smoothly. It is during this developmental period that system evaluation is most critical. This requires that a systematic attempt be made to clearly specify what it is that the school intends to accomplish and plans made to assess their degree of accomplishment.

Purposes of the Project

The purposes of this project are: (1) to develop, with the assistance of the GJVS staff, a set of objectives which accurately reflect the tasks the GJVS would like to tackle and the outcomes they would like to see in order to view themselves as being successful, and (2) to develop a set of instruments and a plan for gathering data which will allow the GJVS staff to determine whether or not they have been successful in achieving each of their objectives. The plan is designed to be carried out by the GJVS staff with minimal assistance from outside specialists.

This project is not intended as a device for establishing or focusing blame, but rather as an attempt to develop procedures for monitoring the degree to which stated objectives are achieved. The procedures and techniques contained in this report are designed to insure that the programs at the new school develop continually from their beginnings in September 1967 and remain as responsive as possible to the needs of students and of the community it serves.

The objectives contained in this report represent the current intent of the GJVS and are not meant to be binding on the school for any specified length of time. As community needs change, these changes should be reflected in the objectives of the GJVS and in the instruments assessing their attainment. This report is intended to provide a methodology useful in stating and assessing the attainment of any educational outcome deemed desirable by the GJVS.



Method

Several visits were made by AIR personnel to Xenia to discuss with GJVS personnel the objectives of the school and its various programs. The AIR representatives then returned to Pittsburgh and reviewed both the notes and materials obtained from the GJVS. During this period, some interpretations of and elaborations on the GJVS comments were made. These "revised" objectives were then taken back to Xenia and reviewed by the GJVS staff. This process was repeated through several iterations and resulted in the set of objectives provided in a later section of this report.

The information to be gathered for the assessment, the data-gathering instruments, and evaluation plan were developed by AIR and both reviewed and revised by the GJVS staff. This product reflects a great deal of collaboration between the Greene Joint Vocational School and the American Institutes for Research.

Arrangement of Report

The remainder of this report is divided into the following sections:

- 1. GJVS Objectives. This section contains the objectives set forth by the GJVS staff. It provides a series of statements which specify what it is that the GJVS hopes to accomplish. Statements are grouped according to the community element they are intended to assist.
- 2. Data to be Collected. This section specifies the information to be collected in order to assess the attainment of each objective and is intended to fill in one of the logical steps taken to arrive at actual assessment items. It will also identify the sources of information being utilized to gather evaluation data.
- 3. <u>Data Summary Sheets</u>. This section identifies the items to be used to assess each objective. The format of these sheets was designed to also be useful for data summarization.



- 4. Evaluation Plan. This section contains a description and explanation of the manner in which the assessment items can be used and analyzed. It specifies who should fill out the item, the approximate time it should be administered, the individual responsible for summarizing the data, and the action to be taken with the summary.
- used in evaluating the attainment of GJVS objectives.

 Items will be grouped by type of respondent. For example, all items to be completed by GJVS graduates will be found in the same section. In addition, the objective (3) each item is assessing will appear along the left margin of each sheet.

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OBJECTIVES OF THE GJVS



OBJECTIVES OF THE GJVS

A. Students

- 1. Provide the opportunity for a vocational education to all Greene County High School students 16 years or older who meet the curricular prerequisites.
- 2. Increase the number of curricular offerings and choices available to high school students in Greene County.
- 3. Reduce the number of students of high school age who fail to complete high school.
- 4. Place each student desiring a vocational education in a curriculum compatible with his interests, aptitudes, and achievements as reflected by student course selections, measurement of student interests, teacher evaluation, counselor evaluation, test results, and parental consent.
- 5. Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.
- 6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.
- 7. Place each student desiring a job in an available position compatible with his interests, training, and achievement as rapidly as possible after completion of GJVS course work.
- 8. Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.
- 9. Provide an English program which emphasizes the practical applications of English to daily life and work.
- 10. Provide a social studies program which stresses problem-solving techniques and deals with subject matter relevant to students, their families, and their community. The course will stress local government and citizenship.
- 11. Provide counseling for GJVS students in three major areas: occupational, academic, and personal.
- 12. Cooperate with the feeder schools in providing those student services for which the home schools will retain responsibility.
- 13. Provide a library of self-instructional materials for students enrolled in the various programs offered by the GJVS.
- 14. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.



B. Frader Schools

- 1. Assist in the development of junior high and feeder school programs and curricula designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities prior to selecting an academic or vocational high school plan of study.
- 2. Coordinate the placement of all students enrolled at the GJVS and assist any graduating members of feeder schools requesting aid.
- 3. Provide information about the world of work and job opportunities to feeder school counselors.
- 4. Coordinate a uniform student testing program for all GJVS applicants.
- 5. Provide opportunities for professional growth and development to feeder school counselors.
- 6. Coordinate the development of a local employers handbook containing the names of firms, types of jobs available, and person to contact for employment.
- 7. Provide the curriculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.
- 8. Provide record keeping and transfer functions adequate to meet the requirements of the feeder schools as well as the GJVS.

C. Adults

- 1. Provide the opportunity and facilities for adults, particularly those caught in the cycle of poverty, to learn new employable skills compatible with their interests, aptitudes, and level of achievement as reflected by adult course selection, test results, and counselor evaluation.
- 2. Provide broad, highly relevant job training which reflects actual industrial performance of occupational tasks and duties. The curriculum will reflect advice from both industry and labor.
- 3. Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible after completion of course work. This job should provide a level of remuneration at least equal to minimum acceptable wage levels.
- 4. Provide the opportunity for adults to learn the skills necessary for upgrading and promotion.
- Provide the opportunity for adults to learn the skills useful in various leisure time activities.
- 6. Provide a library of self-instructional materials for adults enrolled in the various vocational programs offered by the GJVS.



7. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

D. Employers

- 1. Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.
- 2. Provide an employment service with a "known quality product" to local employers.
- 3. Provide facilities for employers to retrain and/or update their employees.

E. GJVS Staff

- Provide a working context attractive to superior teachers and administrators.
- 2. Provide a continuing program of staff self-development and improvement.

F. Community

- 1. Maintain contact with schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community that incorporate or reflect the objectives of the GJVS.
- 2. Provide a technical library open to all residents of Greene County.
- 3. Provide meeting rooms for educational and civic organizations.
- 4. Provide information about the GJVS to school students, parents, adults in need of vocational education, employers, and civic and social organizations.
- 5. Provide a centralized county vocational education facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.

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6. Create and maintain a favorable image of the GJVS and its services.



DATA TO BE USED IN EVALUATING GJVS OBJECTIVES



STUDENTS

- 1. Provide the opportunity for a vocational education to all Greene County High School students 16 years or older who meet the curricular prerequisites.
 - a. Estimated maximum possible number of enrollees (Total enrollment of feeder schools minus the number planning to go to college).
 - b. Number of students who apply for admission and the number of students enrolled in the GJVS.
 - c. Number of students applying for each course as their first choice and the number actually enrolled in that course.
 - d. List of reasons for students <u>not</u> being enrolled in the course of their first choosing.

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- 2. Increase the number of curricular offerings and choices available to high school students in Greene County.
 - a. List the vocational courses offered at the GJVS that were not available at the feeder schools during school year beginning September 1966.
 - b. List the courses offered at the feeder schools beginning September 1967 that were not previously available to their students.
 - and the feeder schools which were not available in the feeder school prior to the opening of GJVS.
 - d. Survey students to determine the courses they would like to see offered.
- 3. Reduce the number of students of high school age who fail to complete high school.
 - a. Obtain the number of dropouts for the three-year period prior to the opening of the GJVS (1964-1966) for each of the feeder schools.
 - b. Number of feeder school dropouts during the year (1967) of GJVS operation.
 - c. Number of GJVS students dropping out of school.
 - d. List of reasons cited by students for dropping out of school.



- 4. Place each student desiring a vocational education in a curriculum compatible with his interests, aptitudes, and achievements as reflected by student course selections, measurement of student interests, teacher evaluation, counselor evaluation, test results, and parental consent.
 - a. Number of students placed in course of study where their profile of interests, aptitudes, achievements, and recommendations exceed the minimum profile deemed necessary for success in that area.
 - b. Parental satisfaction with placement.
 - c. GJVS satisfaction with placement.
 - (1) Counselor
 - (2) Course instructors
 - c. Feeder school satisfaction with placement.
 - e. Employer satisfaction with GJVS graduates.
 - f. Student evaluation of placement.
- 5. Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.
 - a. Approval by T&I supervisor and/or director of outline of tasks to be included in the course of study, the equipment, and shop setup.
 - b. Number of courses having an advisory committee.
 - c. Advisory committee ratings of course relevance to world of work.
 - d. Number of students successfully performing each course task or activity.
 - e. GJVS graduate evaluation of relevance of their training to the world of work.
 - f. Employer evaluation of relevance of GJVS training.



- 6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.
 - a. The starting salary or hourly wage of each GJVS graduate (excluding those in the military).
- 7. Place each student desiring a job in an available position compatible with his interests, training, and achievement as rapidly as possible after graduation from the GJVS.
 - a. Student evaluation
 - (1) Length of time required to find first fulltime job
 - (2) Methods used to get first full-time job
 - (3) Relatedness of job to training
 - (4) Interest in first full-time job
 - b. Instructor evaluation
 - (1) Relatedness of job to training
 - (2) Relatedness of job to school achievement
- 8. Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.
 - a. Employer evaluation of graduate
 - (1) Communication skills
 - (2) Personal relations skills
 - (3) Attitude toward work
 - b. Graduate evaluation of GJVS preparation for the following aspects of work.
 - (1) Communication skills
 - (2) Personal relations skills
 - (3) Attitude toward work
 - c. GJVS graduates' post-high school educational experiences
 - d. GJVS graduates' topics of social discussion
 - e. GJVS graduates' leisure time activities
 - f. Graduate membership in various types of clubs, organizations, and associations



- 9. Provide an English program which emphasizes the practical applications of English to daily life and work.
 - a. Rating by the GJVS director and/or superintendent of the relevance of the course outline to the daily life and work of students.
 - b. Ratings by GJVS students of relevance of course to their needs.
- 10. Provide a social studies program which stresses problem-solving techniques and deals with subject matter relevant to students, their families, and their community. The course will stress local government and citizenship.
 - a. Ratings by the GJVS director and/or superintendent of the relevance of the course outline to students, their families, and the community.
 - b. Ratings by GJVS students of relevance of course to their needs.
- 11. Provide counseling for GJVS students in three major areas: occupational, academic, and personal.
 - a. Number of students requesting to see counselor and their reasons for seeing him.
 - b. Number of students recommended to counselor by teachers and their reason for referral.
 - c. Number of students receiving counseling at the GJVS during an academic year.
 - d. Teacher evaluation of student behavior after having seen the counselor.
 - e. Graduate evaluation of counseling at the GJVS.



- 12. Cooperate with the feeder schools in providing those student services for which the home schools will retain responsibility.
 - a. The services for which cooperation with the feeder schools has occurred.
 - b. The number of GJVS students participating in extracurricular activities at the feeder school and the activities in which they participate.
 - c. Graduate evaluation of opportunity to participate in extracurricular activities.
- 13. Provide a library of self-instructional materials for students enrolled in the various programs offered by the GJVS.
 - a. Is the self-instructional library operational?
 - b. The number of programs available by content area.
 - c. The number of students making use of the facility.
 - d. The number of students receiving satisfactory scores on the post-tests.
 - e. The average grade or percent on the post-test for each programmed course.
 - f. Teacher ratings of the usefulness of the self-instructional facility.
 - g. Student ratings of the usefulness of the self-instructional facility.
- 14. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.
 - a. List the courses where apprenticeship credit is likely to be useful.
 - b. The number of meetings held with the joint apprenticeship committee for each course requiring one.
 - c. The amount of apprenticeship credit received where applicable.
 - d. Where credit was not given, list reason and do so separately for each course.



FEEDER SCHOOLS

- 1. Assist in the development of junior high and feeder school programs and curricula designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities prior to selecting an academic or vocational high school plan of study.
 - a. List of materials made available to feeder schools through the GJVS.
 - b. Number of visits to feeder schools by GJVS personnel to speak to students as part of the feeder school guidance program.
 - Number of meetings with feeder school personnel responsible for development of the guidance program.
 - d. Is there an operational guidance program designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities in the feeder schools and/or their junior high schools?
- 2. Coordinate the placement of all students enrolled at the GJVS and assist any graduating members of feeder schools requesting such aid.
 - a. Have procedures been developed which specify what it is that feeder school personnel must do and whom they should contact at the GJVS to coordinate placement?
 - b. Feeder school guidance personnel awareness of procedures necessary to coordinate placement with the GJVS.
 - c. Number of GJVS students to be placed.
 - d. Number of GJVS students placed.
 - e. If coordination is poor (based on item C&D) list reasons why this might be so.
 - f. Number of non-GJVS students requesting aid in placement.
 - g. Number of non-GJVS students placed.
- 3. Provide information about the world of work and job opportunities to feeder school counselor.
 - a. List of the materials concerning the world of work and job opportunities that have been provided feeder school counselors.



- 4. Coordinate a uniform student testing program for all GJVS applicants.
 - a. List the standardized tests being administered to feeder school students desiring to go to the GJVS.
 - b. The number of applicants tested in each feeder school as of May 1 of each academic year.
 - c. Have testing schedules been developed?
 - d. Has someone from each feeder school been assigned responsibility for coordinating the GJVS testing program?
- 5. Provide opportunities for professional growth and development to feeder school counselors.
 - a. Number of meetings, seminars, books, and articles provided to feeder school counselors which are designed for their professional growth and development.
 - b. Number of counselors attending each meeting or seminar.
 - c. List the content or purpose of each meeting or seminar.
 - d. Number of counselors trained to administer the tests composing the coordinated testing program.
 - e. Number of counselors taking additional course work in counseling and guidance.
 - f. List of counselor growth and development needs as perceived by feeder school counselors.
- 6. Coordinate the development of a local employers handbook containing the names of firms, types of jobs available, and person to contact for employment.
 - a. Number of employers listed.
 - b. Number of jobs listed.
 - c. Number of job descriptions listed.
 - d. Number of meetings and/or phone calls to coordinate development of the handbook.
 - e. List of the problems involved in coordinating the development of the handbook.
 - f. Has the handbook been published?
 - g. List of the schools having a copy or copies.
 - h. Number of students using the handbook.



- 7. Provide the curiculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.
 - a. Number of students applying for admission.
 - b. Number of students enrolled in the GJVS.
 - c. Number of students applying for and enrolled in each course offered by the GJVS.
- 8. Provide record keaping and transfer functions adequate to meet the requirements of the feeder schools as well as the GJVS.
 - a. Did the records and reports required by the State Department of Vocational Education result in the reimbursement anticipated?
 - b. Number of complaints registered by feeder school personnel concerning record keeping.
 - c. GJVS instructor comments about the availability of GJVS student records.
 - d. List of the courses maintaining behavioral records of student performance.
 - e. Has responsibility been assigned for the maintenance of evaluation records?



ADULTS

- 1. Provide the opportunity and facilities for adults, particularly those caught in the cycle of poverty, to learn new employable skills compatible with their interests, aptitudes, and level of achievement as reflected by adult course selection, test results, and counselor evaluation.
 - a. Number of adults enrolled in programs designed for employment.

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- b. List of adult courses offered.
- c. Percent of adults placed in a course in which their profile of interests, aptitudes, and achievements exceed the minimum profile deemed necessary for success in that area.
- d. GJVS counselor satisfaction with adult placement procedures.
- e. GJVS teacher ratings of the appropriateness of adult placement.
- f. Employer evaluation of placement in terms of job performance.
- g. Adult graduates' evaluation of placement within a GJVS program.
- Provide broad highly relevant job training which reflects actual industrial performance of occupational tasks and duties. The curriculum will reflect advice from both industry and labor.
 - a. Director and/or T&I supervisor approval of the equipment, shop set-up, and outline of the tasks to be included in the course of study.
 - b. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee.
 - c. Advisory committee ratings of adequacy of shop facilities, relevance of training to actual industrial performances, and breadth or completeness of training.
 - d. List of the number of students successfully completing each course task or activity.
 - e. Graduate evaluation of relevance of training.
 - f. Employer evaluation of relevance of GJVS training.



- 3. Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible after completion of course work. This job should provide a level of remuneration at least equal to minimum wage standards.
 - a. Length of time after completion of GJVS training to employment on full-time job.
 - b. Adult description of method used to obtain full-time job.
 - c. Adult evaluation of the relatedness of their first fulltime job since completing GJVS courses to the trade or field in which they were trained.
 - d. Adult evaluation of interest in first full-time job subsequent to GJVS training.
 - e. GJVS course instructor evaluation of the compatibility between jobs accepted by course enrollees and their achievement and training.
 - f. The starting salary or hourly wage of adult graduates.
- 4. Provide the opportunity for adults to learn the skills necessary for upgrading and promotion.
 - a. List the courses offered for upgrading and promotion.
 - b. Director and/or T&I Supervisor approval of the equipment, shop set-up, and outline of the tasks to be included in the course of study.
 - c. List of the number of students successfully performing each course task or activity.
 - d. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee.
 - Advisory committee ratings of adequacy of shop facilities, relevance of training to actual industrial performances, and the breadth or completeness of training.
 - f. Follow-up of graduates to obtain data regarding salary increase and promotion.
 - g. Employer evaluation of employee improvement on the following: manual skills, job practical knowledge, job theoretical knowledge, mathematical skills, communication skills, reading and interpretive skills, clerical skills, ersonal relations skills, and supervisory skills.



5. Provide the opportunity for adults to learn the skills useful in various leisure time activities.

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- a. List of leisure time courses offered.
- b. List of leisure time activities in which adults participate.
- c. Adult satisfaction with leisure time courses offered by the GJVS.
- d. Adult satisfaction with the content of the leisure time courses offered.
- 6. Provide a library of self-instructional materials for adults enrolled in the various vocational programs offered by the GJVS.
 - a. Is the self-instructional library operational?
 - b. List the programs available by content or course area.
 - c. Number of adults making use of the facility.
 - d. Number and percent of adults receiving passing scores.
 - e. Average grade or percent correct obtained by adults on each program.
 - f. GJVS instructor ratings of the usefulness of the self-instructional library for adult education.
 - g. Adult ratings of the usefulness of the self-instructional library.
- 7. Work with joint apprenticeship committee on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.
 - a. List of the courses requiring apprenticeship credit.
 - b. Number of meetings held with joint apprenticeship committees for each course listed under item 1.
 - c. Amount of apprenticeship credit received by each course listed under item 1.
 - d. A list of reasons, separate for each course, of why credit was not received. This then will be completed only if apprenticeship credit is not obtained.



EMPLOYERS

- Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.
 - a. List the sources of information about employment data being received by the GJVS.
 - b. Are the employment data being routed to relevant GJVS person el?
 - c. Number of meetings with representative of employers and labor to discuss training needs.
 - d. Employer evaluation of the training of GJVS graduates.
- 2. Provide an employment service with a "known quality product" to local employers.
 - a. List of courses for which records of the tasks and activities students actually can perform is maintained.
 - b. List of employers contacting the school for employees.
 - c. List of the employers contacted by the GJVS.
- 3. Provide facilities for employers to retain and/or update their employers.
 - a. List of the employers contacting GJVS concerning the retraining and updating of their employees.
 - b. List of the employers contacted by the GJVS regarding the opportunity for retraining and updating their employees.
 - c. Number of meetings conducted to discuss employee retraining and updating with local employers.
 - d. List of the retraining and updating courses offered by the GJVS.
 - e. List of employers sending employees to be retrained.



GJVS STAFF

- 1. Provide a working context attractive to superior teachers and administrators.
 - a. A list of the working conditions or procedures which the staff believe detract from their maximum job performance.
 - b. Brief explanations of why the topics mentioned above detract from maximum job performance.
 - c. List the conditions, procedures, or programs that the staff feel would allow them to do a better job.
 - d. Brief explanations of the topics mentioned under (c).
- 2. Provide a continuing program of staff self-development and improvement.
 - a. Is there a formal teacher evaluation program?
 - b. Number of teachers participating in courses, seminars, or workshops designed to update their teaching skills.
 - c. Teacher perception of supervision.



COMMUNITY

- I. Maintain contact with local schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community that incorporate or reflect the objective of the GJVS.
 - a. List of the local schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community.
 - b. Frequency and method of contact used when communicating with private groups committed to goals compatible with the objectives of the GJVS.
 - c. List the agencies with whom you are actively cooperating or coordinating programs.
- 2. Provide a technical library open to all residents of Greene County.
 - a. Is the library operational?
 - b. Number of volumes.
 - c. Range or content areas of text.
 - d. Number of residents using library.
 - d. User comments concerning ways to improve service.
- 3. Provide meeting rooms for educational and civic organizations.
 - a. List of organizations making use of GJVS meeting rooms.
 - User comments concerning the facilities and procedures involved in arranging for and utilizing GJVS facilities.
- 4. Provide information about the GJVS to schools, students, parents, adults in need of vocational education, employers, and civic and scrial organizations.
 - a. List of the groups and organizations for which presentation explaining the objectives of the GJVS would be useful to the accomplishment of GJVS goals.
 - b. List of the organizations to which GJVS personnel have made presentations.



- c. List of GJVS staff responsible for public relations and/or GJVS presentations.
- 5. Provide a centralized county vocational education facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.
 - a. List the vocational education courses taught at each feeder school during the 1966 academic year and their enrollment.
 - b. List the vocational education courses taught at the GJVS and the enrollment in each course.
 - c. List the courses available at the GJVS that were not available at the feeder schools. Separate comparisons will be made between the GJVS course offerings and each feeder school.
 - d. List the courses or extra sections of courses provided in the feeder schools as of September 1967 which were not offered prior to the opening of the GJVS.
 - e. The number of students enrolled in courses, both in the feeder schools and the GJVS which were not available to students prior to the opening of the GJVS. (September 1967)
 - f. The estimated cost of operating and maintaining vocational education facilities within each feeder school.
 - g. The estimated cost of operating and maintaining the GJVS.
- 6. Create and maintain a favorable image of the GJVS and its services.
 - a. Adequacy of shop facilities.
 - b. Competence of vocational instructors.
 - c. Adequacy of student counseling.
 - d. Efforts to prevent drop-outs.
 - e. Quality of course offerings.
 - f. Relationship with community.
 - g. Reputation in community.
 - h. Skill level of vocational graduates.
 - Relationship with local employers.
 - j. Relationship with local labor groups.



- k. Quality of vocational students.
- 1. Variety of course offerings.
- m. Effort to place graduates.
- n. Work habits and attitudes of graduates.



DATA SUMMARY SHEETS



A. Summary Sheet for Student Objectives

Electronics

1. Provide the opportunity for a vocational education to all Greene County High School students 16 years or older who meet the curricular prerequisites. Total Number of Possible GJVS Applicants. (Total enrollment in feeder schools minus the number planning to go to college) Beavercreek _____ Greeneview Cedar Cliff Sugarcreek Xenia Fairborn b. Total Number of Students Applying for Admission in September 1967. Beavercreek _____ Greeneview Cedar Cliff Sugarcreek Xenia Fairborn c. Total Number of Students Enrolled in the GJVS in September 1967. Greeneview Beavercreek _____ Cedar Cliff Sugarcreek Xenia Fairborn Number of Number of d. Description of Enrollment Students Students by Course Applying Enrolled Vocational Agriculture Horticulture Advanced Stenographic Advanced Business Machines Data Processing Cooperative Office Education Automobile Body Repair Automobile Mechanics Carpentry Commercial Art Cosmetology Dental Assistant Medical Assistant



	d.	(continued)		
		Description of Enrollment by Course	Number of Students Applying	Number of Students Enrolled
		Machine Trades		
		Mechanical Drafting		
		Printing		
		Food Preparation and Service		
		Diversified Cooperation Training		
		Distributive Education		
		Occupational Work Experience		
	e.	List of Reasons for Students <u>Not</u> Be of Their First Choosing.	ing Enroiled in	the Course
		List of Reasons		Frequency
EXAMPLE:	•	'Did not possess curricular prerequi	sites.''	"15"
				
			-	



- 2. Increase the number of curricular offerings and choices available to high school students in Greene County.
 - a. List the vocational education courses taught at each feeder school and the enrollment during the school year beginning September 1966.

	<u>Courses</u>	Enrollment
Beavercreek		
Cedar Cliff		
9 . •		
Fairbor n		
Greeneview		
Sugarcreek		
Jugarereek		
Xenia		
•		
		-



b. List the vocational education courses taught at the $6\,\text{JVS}$ and the enrollment in each course.

<u>Courses</u>	<u>Enrollment</u>
	177
	-



c. List the courses available at the GJVS that were not available at the feeder schools. Separate comparisons will be made between the GJVS course offerings and each feeder school.

Beaverc reek	Cedar Cliff
<u>Fairborn</u>	<u>Greeneview</u>
	•
	Vania
Sugarcreek	<u>Xenia</u>



d. List the courses or extra sections of courses provided in the feeder schools as of September 1967 which were not offered prior to the opening of the GJVS. <u>Beavercreek</u> Cedar Cliff <u>Fairborn</u> Greeneview



	(continued)					
	<u>Suga rc r</u>	<u>·eek</u>			•	
٠						-
•						-
						-
•	,					-
	<u>Xen i</u>	a				
•						-
•						-
•						-
	IIST THE HUMBER OF STUDENTS ARE	ni bello	COLL	rses, hai	י מו חז	the
•	List the number of students enr feeder schools and the GJVS, wh prior to the opening of the GJV	nich were	not	availabl		
	feeder schools and the GJVS, wh	courses with the courses with the courses with the course and the	hich tau	the gradght will on a single or sever	duating be mad gle she	clie weet
	feeder schools and the GJVS, who prior to the opening of the GJV A scheduled assessment of the confeach feeder school would like the use of a single question, a paper. The question is: "Is to you would like to see taught in	courses were to see to see the course to see the course to see the course the	hich taug red ourse hool	the gradesh will on a single or sever that is	duating be made gle she eral co (are)	clie weet
	feeder schools and the GJVS, where prior to the opening of the GJV A scheduled assessment of the confeach feeder school would like the use of a single question, a paper. The question is: "Is to you would like to see taught in currently available here or at the evaluation will consist of	courses were to see to see the course with the course to see the course the c	hich tau red course hool	the gradesh will on a single or sever that is the type ing each	duating be made gle she eral co (are)	g clie weet ours



3.		uce the number of stud h school.	lents of high school age who fail to compl	ete
	a.		umber of dropouts for each feeder school for the last three years (1964, 1965, 196	56).
		Beavercreek	Greeneview	
		Cedar Cliff		
		Fairborn	Xenia	
	b.	Indicate the number of the year or years of	of dropouts for each feeder school during GJVS operation.	
		Beavercreek	Greeneview	
		Cedar Cliff	Sugarcreek	
		Fairborn	Xenia	
	c.	Indicate the number o	of GJVS students dropping out of school	
	d.	List the five most fr to complete high scho	requent reasons given by students for fail	ling
		List of Reasons	Frequency	<u> </u>
				_
				_
				_
				_
				_
4.	con fle tea	patible with his interected by student course	ing a vocational education in a curriculurests, aptitudes, and achievements as resease selections, measurement of student interselor evaluation, test results, and parent	rests,
	a.	where their profile of	ent of students placed in a course of student of interests, aptitudes, achievements, and eded the minimum profile deemed necessary area.	d
			Number	
		-	Percent	



List of Complaints Frequency SJVS counselor satisfaction with student placement procedures. A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.	(1)	The number of parental complaints about :	student placement
List of Complaints Frequency GJVS counselor satisfaction with student placement procedures. A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.		is (based on the number of	f parents contact
		GJVS or feeder school).	
GJVS counselor satisfaction with student placement procedures. A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.	(2)	List the type or content areas of parents	al complaints.
GJVS counselor satisfaction with student placement procedures. A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.		List of Complaints	Frequency
GJVS counselor satisfaction with student placement procedures. A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.			
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A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.			
	GJVS	counselor satisfaction with student place	ement procedures.
	A wr be m which	ritten evaluation of the student enrollment made by the GJVS scunselor. The report with the procedures can be improved and/or s	t procedures will ll stress ways in implified.
	A wr be m which	ritten evaluation of the student enrollment made by the GJVS scunselor. The report with the procedures can be improved and/or s	t procedures will ll stress ways in implified.
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	A wr be m which	ritten evaluation of the student enrollment made by the GJVS scunselor. The report with the procedures can be improved and/or s	t procedures will ll stress ways in implified.
	A wr be m which	ritten evaluation of the student enrollment made by the GJVS scunselor. The report with the procedures can be improved and/or s	t procedures will ll stress ways in implified.



(1)	List the students in your classroom who you feel were no
(.,	properly placed.
	Names
*	
(2)	Indicate why you feel this to be true. Please do so for each student named above.
	List of Five Most Frequently Stated Reasons
Feed	der school complaints about student placement and enrollm cedures reported to the GJVS.
proc	cedures reported to the GJVS.
Feed prod	Number of complaints.
proc	Number of complaints. Beavercreek Greeneview
proc	Number of complaints. Beavercreek Greeneview Cedar Cliff Sugarcreek
(1)	Number of complaints. Beavercreek Greeneview Cedar Cliff Sugarcreek Fairborn Xenia
proc	Number of complaints. Beavercreek Greeneview Cedar Cliff Sugarcreek Fairborn Xenia A list of the type or content areas of feeder school
(1)	Number of complaints. Beavercreek Greeneview Cedar Cliff Sugarcreek Fairborn Xenia A list of the type or content areas of feeder school complaints.
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(1)	Number of complaints. Beavercreek Greeneview Cedar Cliff Sugarcreek Fairborn Xenia A list of the type or content areas of feeder school complaints. Five Most Frequent Complaints Frequence
(1)	Number of complaints. Beavercreek Greeneview Cedar Cliff Sugarcreek Fairborn Xenia A list of the type or content areas of feeder school complaints. Five Most Frequent Complaints Frequence



	Five Most Frequent	Freque
Scho	ool Board satisfaction with enrollment	procedures.
	ool Board satisfaction with enrollment List of complaints reported to GJVS o	



g. Employer evaluation of job performance.

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS	How this his	sk	11	1 f	٥r	•		444	2 wou lust this	te	hÌr			o t wh	he	rs	es l of d no	abo	out	hi	5 4	ge	
AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE				bly 🗻		4	۽	int	2 10		-96e	4 00	•	one ita	compaire		se op	e work	it as	others		4	e vork
CHARACTERISTICS BELOW	Of no real Importance	Slightly	important	Considera	IMPORTANT	Of critica importance	Noods mis	Improvemen	Generally satisfact	VIICAGES	above aver	Outstanding		_	fairly co	nim with	Does not	; ;	å	Well as o		than other	doing sam
1 MANUAL JOB SKILLS. Refers to skill at using or operat- ing tools, equipment, mater- ials, machines, etc., in the trade.	()		()	()	()	•		()			()	()		()	()		()
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	()		()	()	()	•	()	()		()	()	()		()	()		()
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts under- lying the practical trade work.	()		()	()	()		()	()		()	()	•)		•)	()		()
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	()		()	()	()		()	())	()	()		()		()	ľ)		()
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	()		()	()	()		()	()	()	()		()		()	()		;)
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	()		()	()	(()	()	()	()	•	()		()	()		()
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	()		()	()	(()	()	()	()		()		()	()		()
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.		,	()	()	()		()	()	()	()		()		()	()		()
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	()	(Y ()	()		()	į	X	()	()		()		())		()
10 ATTITUDE TOWARD WORK. Refers to such behavior as absentee-ism, rule violation, concern for quality work, cooperation, etc.	()	(()	()		()	(())		())		()		()

Student Lyandation of Flacement.
(1) Did the GJVS offer the vocational course you really wanted to take?
YES. If yes, did you get to take it?
(1.1) Yes, I took the course I wanted. (1.2) No, I could not take the course I wanted because
List of Five Most Frequent Reasons Provided in 1.2
NO. If no, what course did you want to take that was not offered?
List of Five Most Frequently Mentioned Courses

.	shop	supervisor and/or the director apposetup, and outline of the tasks to see of study.	oroval o to be in	f the cluded	equipm in th	ent, e
		Approved.		proved below		reasons
,						
b.	, Advi	sory committee ratings:	Poor (1)	Fair (2)		Excellent (4)
	(1)	Adequacy of shop facilities	()	()	()	()
	(2)	Relevance of training to actual industrial performances	()	()	()	()
	(3)	Breadth or completeness of training	()	()	()	()
C	cou	ist of the number of students succ rse task or activity. (Example: to correctly replace brake lining	The numb	perfo er of	orming studer	ea ch its
	Cou	rse Title				
		per of Students in Class				
	Cour	rse Tasks	S	uccess		udents Completing
	<u>vou</u>	36 10383	3		"19"	
	110 -	.l busha liminasil			13	
EXAMPLE:	''Re _l	place brake linings"				
EXAMPLE:	''Re	olace brake linings"				-
EXAMPLE:	''Re	place brake linings"		 		- -
EXAMPLE:	''Re	olace brake linings"		 		- - -



1	number of	courses having advisory committees as well as the frepresentatives of both industry and labor com- ach committee.							
•	Course Ti	itle							
	Advisory	Committee Yes No							
	Number of Members Representing Industry								
	Number of Members Representing Labor								
		f Meetings Held with Advisory Committee							
e.	Gradua te	evaluation of relevance of training							
	(1) Was yo	our first full-time job in the trode or field for which you were trained in high school?							
	If Yes:	Indicate how well your vocational course prepared you for your first full-time jab. [] 1. Exceptionally well-prepared; training covered all essentials required by first jab [] 2. Well-prepared on the whole; but there were same important gaps in training [] 3. Poorly prepared; much that I needed to know was not covered in vacational course							
	If No:	Mark reason below.							
		☐ 1. No job evailable in area of training ☐ 2. Learned new job by continuing school ☐ 3. Learned new job in military service ☐ 6. Other (specify)							
	(2)								
riow did the: (1) to compore with those the right. Otherwise	used in your								
TOOLS & EQUIPMENT	AN 🔲 1	WORK METHODS IN NA							
1. Identical or almost a large and the large		112. Little real difference							
3. Very much differ		Y :							
	lf you	u marked 3 above (Very much different), did it take lung to learn what was new?							
1. Only about a few 2. Less than three 3. About three-six 4. About six month 5. More than e yee	months months ns-a year	1. Only about a few weeks 2. Less than three months 3. About three-six months 4. About six months-a year 5. More than a year							



e. (continued)

(3)

For each at the skill areas listed bolow, answer		v impo his sk or pros	ill for	.	skil	l was	h of t Inarn school	ed		e mos		u lean ut this		Do you fant the
the faur questions at the right. Indicate your answers by marking appropriate hours.	Of No Real Importance	Slightly Nature	Considerably	Of Critical A	Almost	Some, But Nat Much	Lorge &	Almo A	High Sch. Coop P nam	High School Shop or Class	Apprentice Program .	On Regular Day	Elsewhere W	need for more instruction or troining in this oran? (Mark either Yes or No)
1 MANUAL JOB SKILLS. Refers to skill of using or operating tools, equipment, motorials, mochines, etc., in your work.	()				C			בו	כו	(2)	(:7)	(7)	ננו	1. Yes 2. No
2 JOB PRACTICAL KNOWLEDGE. Refers to proctical everyday knowledge of work processes, methods, procedures, etc.					[]					C)		((7)	11. Yes 11. 2. No
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	נט		Ü		IJ					כו			(7)	[] 1. Yes [] 2. No
4 MATHEMATICAL SKILLS. Refers to obility to use or ithmetic or higher mothematics to solve work problems.	æ	<u></u>		<u></u>		<u></u> 1			CT)	(1)	(:)	[]]	}	1. Yes 2. No
5 COMMUNICATION SKILLS. Refers to skill of speaking, writing, drafting, sketching, etc., to communicate ideas.	נגז	ت				C	(=)		כבו			(L)	111	[]] 1. Yes _]] 2. No
6 READING AND INTERPRETIVE SKILLS Refers to skill at reading printed matter, blueprint, tobles, diagrams, etc.	C37										<u> </u>	[7]	([]	1, Yes 2. No
7 CLERICAL SKILLS. Refers to skill at keaping records, making out reports, and other types of routine paper work.		(3)			נו	· 🗀				<u>(;;</u>	[.]	(])	نڌ '	1. Yes 12. No
8 PERSONAL RELATIONS SKILLS. Refers to skill of dealing with people, such as customers, coworkers, other trades, etc.	ונה	13			ı	נבז		נבז	cci	<u>(_)</u>	נט	נבז	(7)	.] 1. Yes
9 SUPERVISORY SKILLS. Refers to skill of super- vising others, e.g., instructing, directing, evaluating, planning, organizing, etc.	1.77	г.; 					(2)	כנו	[] []	(2.)	() 	[]		1. Yes 2. No
10 OTHER SKILLS. Add what you feel applies to your job and is not covered by the above.							•							
									C	(1)	• 77	511	۱. ۱	1. Yes 2. No



f. Employer's evaluation of relevance of GJVS training

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

AMSWER THE THREE QUESTIONS	this	l Impor skil prese	1 fo	r	wes fir	2 preshe s rst s rking	when tarte	he					
AT THE RIGHT FOR EACH OF	1	2	3	4	-	2	3	4					
THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	Of no real Importance	Slightly important	Considerably important	Of critical importance	Needs much improvement	Generally satisfactory	Generally above average	Outstanding					
I MANUAL JOB SKILLS. Refers to skill at using or operat- ing tools, equipment, mater- lais, machines, etc., in the trade.	()	()	()	()	()	()	()	()					
? JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	()	()	()	()	()	()	()	()					
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts under- lying the practical trade work.	()	()	$\left(\cdot \right)$	()	()	()	\Box	()					
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	()	()	()	()	()	()	\Box	()					
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	()	()	()	()	()	()	()	()					
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, dlagrams, etc.	()	()	()	()	()	()	()	()					
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	()	()	()	()	()	()	()	()					
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	()	()	()	()	()	()	()	()					
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	()	()	()	()	()	()	()	()					
10 ATTITUDE TOWARD WORK. Refers to such behavior as absentee- ism, rule violation, comern for quality work, cooperation, etc.	()	()	()	()	()	()	()	()					



- 6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.
 - a. Please indicate the starting salary or hourly wage you received when you started your first full-time job.



7.	wit	h his	ch student desiring a job in an available position compatible interests, training, and achievement as rapidly as possible aduation from the GJVS.
	a.	GJVS	Graduate Evaluation
		(1)	How long after leaving high school did it take you to get your first full-time job? months
		(2)	How did you get your first full-time job after leaving high school? Mark all that apply.
		(2.	1) By answering a want ad. (2.4) Help of school teacher.
		(2.2	Private employment agency.(2.5) Help of school director.
		(2.3	S) State employment $\epsilon_{>}$ ency. (2.6) Help of friend or relative
			(2.7) If other than above, please explain.
		(3)	Was your first full-time job in the trade or field for which you were trained in high school? YES. If yes, indicate how well your vocational course prepared you for your first full-time job.
			(3.1) Exceptionally well prepared; training covered all essentials required by first job.
			(3.2) Well prepared on the whole; however there were some important gaps in training.
			(3.3) Poorly prepared; much that I needed to know was not covered in vocational course.
			NO. If no, mark reason below.
			(3.4) No job available in area of training.
			(3.5) Learned new job by continuing school.
			(3.6) Learned new job in military service.
			(3.7) Decided I liked other work better.
			(3.8) Not accepted as apprentice in trade.
			(3.9) Other (Please specify):



	Check the one that best applies.
	(4.1) Not interested at all, but I needed a job. (4.2) Some interest. (4.3) Good deal of interest.
b.	GJVS course instructor evaluation of compatibility of job accepte
D.	by (student's name) in terms of his achievement and training.
	(1) What would you say the relationship was between the first job accepted by <u>(student's name)</u> and his training? Check the statement which best applies.
	(1.1) Little or no relationship at all.
	(1.2) Some relationship.
	(1.3) Great deal of association.
	(2) Which of the following statements best describes the relationship between the job accepted by <u>(student's name)</u> and achievement in school?
	(2.1) Job too easy for student.
	(2.2) Job too difficult for student.
	(2.3) Job appropriate to student's level of achievement.



- 8. Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.
 - a. Employer evaluation of specified graduate work habits.
 - (1) Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate boxes.

	Needs much Im- provement	Generally Satisfac∘ tory	Generally Above Average	Out- standing
(a) Communication Skills. Refers to skill at speaking, writing, sketching, etc., to communicate ideas.		2	3	
(b) Personal Relations Skills. Refers to skill at dealing with people such as customers, co-workers, other tradesmen, etc.		2	3	4
(c) Attitude Toward Work. Refers to such be- havior as absentee- ism, rule violation, concern for quality work, cooperation, etc.		2	3	4

- b. Graduate evaluation of GJVS preparation for the following aspects of work.
 - (1) Please check the box indicating how much of the skills below was learned at the GJVS.

	Almost Nothing	Some, but Not Much	Large Amount	Almost All
(a) Communication Skills. Refers to skill at speaking, writing, sketching, etc. to communicate ideas.		2	3	4
(b) Personal Relations Skills. Refers to skills dealing with people such as cus- tomers, co-workers, tradesmen, etc.	-	2	3	4

		Almost Nothing	Some, but Not Much	Large Amount	Almost All
(c)	Attitude Toward Work.	1	2	3	4
	Refers to such be- havior as absentee- ism, rule violation, concern for quality work, cooperation, etc.				

c. Graduate Post-High School Education

Mork Here	Type of Education	Major Subject er Course(s)		es Attendes Month & Year)	Leave Blank	Avg. Hrs. Per Wk. in School	Leave Blank
1.10	Twa-year or junior callege		Fr:	To:			
1 : 1	Four-year college/university		Fr:	To:			
1 2	Post-college groduote school		Fr:	To:			
1 1 3	Private trade/technical school	To the state and the same of t	Fr:	To:			
4	Public trade/t schnical school		Fr:	To:		_	
. 5	Business-commercial school		Fr:	To:			
6	Adult continuotion school		Fr:	To			
,	Military spacialist school	· · · · · · · · · · · · · · · · · · ·	Fr:	To:			í
8	Company course or school		Fr:	To:	!		
9	Correspondence courses		Fr:	To:		•	
10	Other (specify)		Fr:	To:			

d. Graduate Topics of Social Discussion

How frequently do you talk about the following topics when you get together socially with others?

•	ALMOST NEVER	INFREQUENTLY	FREGUENTLY	ALMOST ALWAYS
	1	2	3	4
1. Your work	171			
2. Religion	1.1		/ 1	
3. Politics	: 1		· · · · · · · · · · · · · · · · · · ·	: 📆
Ti _ I .	1 1			
5. World affairs	[]]			::::::::::::::::::::::::::::::::::
	[]]		13	🗀
7. Store offores	[]	[]	[7]	===
8. Community problems	171			
9. Your habbies		[7]		\square
O. Sports and othletics	[]		· · · · · · · · · · · · · · · · · · ·	. ===
		🗀		
3. Labor union matters	[]		<u> </u>	
4. Your family	Ш	🗀		· =
DE Other (approximate)	[-]	<u></u>		

(1)	How important was	the GJVS	in developing	interest
•	in these topics?			

(1.	1)		No	impo)ŗ	tance.
-----	----	--	----	------	----	--------

- (1.2) Some, but not much.
- (1.3) Great deal of importance.



e. Graduate Types of Leisure Time Activities

	ALMOST NEVER	INFREQU 2		FREQUENT	TLY	DAILY 4
			_			-
1. Reading newspapers	<u> </u>	<u> </u> _] 			.
2. Engaging in cr-4 habbies (madel building, jewelry making, etc.)]		•	
3. Reading professional or trade backs and periodicals	<u> </u>		j			\equiv
4. Attending othletic events as a spectetor		🗀]	🖂		. =
6. Watching television programs	<u> </u>	⊑]			-
7. Gordonia (raising flowers, fruit trees, vegetables, etc.)	<u> </u>	<u></u>	<u></u>			
R. Rending general magazines (LIFE, LOOK, READERS' DIGEST, etc.)	<u> </u>		., T	=		
O. Warking at home shop activities (woodwarking, metalwarking, etc.)	- [-]		J			. =
O. Attending educational courses for self-improvement			<u> </u>			\square
1. Engaging in team sports (softball, faatball, etc.)			āē	<u> </u>		. 💻
3. Visiting or entertaining friends	<u> </u>			<u> </u>		. 🖳
4. Reading non-fiction books (biography, history, travel, etc.)			<u> </u>		• • • • • • • • • • • • • • • • • • • •	·· 🛏
5. Cellecting stomps, coins, rocks, or other items					·· ·· ·· ·	· ====================================
6. Attending educational lectures and discussion groups	<u> </u>	ــا	ـــــــــــــــــــــــــــــــــــــ	=		
7. Engaging in individual sports (swimming, hunting, fishing, etc.)	<u> </u>	-				. =
8. Listening to music at home for pleasure		=	<u> </u>			
9. Gaing to the movies 0. Other (please write in)			<u> </u>	= .		=
(1) How important was the GJVS in d in these activities?	СУСТОР	ing on t				
 (1) How important was the GJVS in din these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important f. Graduate membership in various and associations. 	ıce.				5,	
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important	types	of clubs	, organ	nizations	p status in	ecch ESENTLY OFFICER



9.		vide an English program which emphasizes the practical applications English to daily life and work.
	a.	Rating by the GJVS director and/or superintendent of the relevance of course outline to the daily life and work of students.
		(1) Check the statement which best expresses your feeling about the relevance of the course outline to daily life and work.
		(1.1) Irrelevant (1.2) Somewhat relevant
		(1,3) Relevant
	•	(1.4) Highly relevant
		(2) Indicate which topics, if any, in the course outline should be revised.
	b.	Ratings by Students of Course Relevance to their Needs
		(1) Check the statement which best expresses your feeling about the usefulness of this course to your daily life and future working life.
		(1.1) Useless
		(1.2) Somewhat useful
		(1.3) Useful
		(1.4) Very useful
		(2) List the topics covered in class which you think will be most useful to you in your daily life.



b.	(con	tinued)
	(3)	List the topics covered in class which you think will be <u>least</u> useful to you in your daily life.
	(4)	List the topics not covered in class that you would like to see included in future courses.



10.	niq	vide a social studies program which stresses problem-solving tech- ues and deals with subject matter relevant to students, their ilies, and their community.
	a.	Ratings by the GJVS director and/or superintendent of the relevance of the course outline to students, their families, and the community.
		(1) Check the statement which best expresses your feelings about the relevance of the course out- line to students, their families, and the com- munity.
		(1.i) Irrelevant
		(1.2) Somewhat relevant
		(1.3) Relevant
		(1.4) Highly relevant
		(2) Indicate which topics, if any, in the course outline should be revised.
		
	b.	Ratings by students of relevance of course to their per- ceived needs.
		(1) Check the statement which best expresses your feeling about the usefulness of the course for understanding and dealing with problems faced by you, your family, and community.
		(1.1) Useless
		(1.2) Somewhat useful
		(1.3) Useful
		(1.4) Very useful
		(2) List the topics covered in class which you think will be most helpful to you.

(3)	List the topics covered in class which you the will be least useful to you.
(4)	List the topics not covered in class that you would like to see included in future courses.



. Num	ber of students requesting	to see counselor	
<u>Тур</u>	e of Problem	Frequenc	<u>cy</u>
			- -
			<u>-</u>
. Num	ber of students recommende	d to counselor by teacher	
Тур	e of Problem	Frequen	<u>cy</u>
			_
			
an	academic year.	counseling at the GJVS dur	
an I. Num	academic year.	counseling at the GJVS dur mproved as rated by teache	
an . Num	ber of students who have ident himself. Check the statement which		r and
an Num stu (1)	ber of students who have ident himself. Check the statement which	mproved as rated by teache h best describes the stude being sent to the counselo	r and
an Num stu (1)	ber of students who have ident himself. Check the statement which behavior in class since 1) The student is worse. 2) The student is about	mproved as rated by teachers h best describes the stude being sent to the counselog. the same.	r and
an 1. Num stu (1)	ber of students who have ident himself. Check the statement which behavior in class since 1) The student is worse 2) The student is about 3) The student has improved.	mproved as rated by teachers h best describes the stude being sent to the counselog. the same.	r and ent's
an Num stu (1)	ber of students who have ident himself. Check the statement which behavior in class since 1) The student is worse 2) The student is about 3) The student has improved.	mproved as rated by teachers h best describes the stude being sent to the counselog. the same. oved. pinion about the following	r and ent's
an . Num stu (1) (1) (1)	ber of students who have ident himself. Check the statement which behavior in class since 1) The student is worse. 2) The student is about .3) The student has improper Please give your frank of items concerning your G.	mproved as rated by teachers h best describes the stude being sent to the counselog. the same. oved. pinion about the following	er and
an . Num stu (1) (1) (1)	ber of students who have ident himself. Check the statement which behavior in class since 1) The student is worse. 2) The student is about .3) The student has improper the student of the student has improper the student has improved the student	mproved as rated by teachers h best describes the stude being sent to the counselog. the same. oved. pinion about the following the education.	er and
an Num stu (1) (1) (1)	ber of students who have ident himself. Check the statement which behavior in class since 1) The student is worse. 2) The student is about 3) The student has improper Please give your frank of items concerning your G. (a) Counseling given to	mproved as rated by teachers h best describes the stude being sent to the counselog. the same. oved. pinion about the following the education.	er and



•	List the services GJVS will provide.
•	List the services the feeder schools will provide.
:.	List the services to be provided by the feeder schools fo
•	List the services to be provided by the feeder schools fo which coordination has taken place between the GJVS and the feeder schools.
: .	which coordination has taken place between the GJVS and
•	which coordination has taken place between the GJVS and
•	which coordination has taken place between the GJVS and
•	which coordination has taken place between the GJVS and
•	which coordination has taken place between the GJVS and
	which coordination has taken place between the GJVS and
	which coordination has taken place between the GJVS and the feeder schools. Number of GJVS students participating in extracurricular
ı.	Number of GJVS students participating in extracurricular activities at their feeder schools. Graduate evaluation of opportunity for extracurricular activities.
i.	Number of GJVS students participating in extracurricular activities at their feeder schools. Graduate evaluation of opportunity for extracurricular
١.	Number of GJVS students participating in extracurricular activities at their feeder schools. Graduate evaluation of opportunity for extracurricular activities. Poor Satisfactory Good E
i.	Number of GJVS students participating in extracurricular activities at their feeder schools. Graduate evaluation of opportunity for extracurricular activities. Poor Satisfactory Good Education in extracurricular
d. e.	Number of GJVS students participating in extracurricular activities at their feeder schools. Graduate evaluation of opportunity for extracurricular activities. Poor Satisfactory Good E



f,	Student participation	in any	extracurricular	activities	at
	feeder school.				

at your home s	
NO	YES. If yes, please list the activities in which you participate.



	is the	self-instructional library operational?	
b.	List t	the number of programs available by content or	r course area
	Conten	t or Course Area	Number of Programs <u>Availabl</u>
c.	Number	of students making use of the facility	
d.	Number	of students receiving passing scores on pos	t-tests
e.	Averag	e grades or percent correct on each program.	
f.	GJVS 1	eacher ratings of usefulness of facility.	
	(1) (ircle the letter that best expresses your feabout the self-instructional materials librar	elings Y•
	(1.1) a	. Useless	
	(1.2) t	o. Of little value	
	(1.3)	. Helpful	
	(1.4)	1. Very helpfui	
	(2)	d. Very helpfui Indicate in a paragraph or less what you find useful about the self-instructional library.	most
	(2)	Indicate in a paragraph or less what you find	
	(2)	Indicate in a paragraph or less what you find useful about the self-instructional library.	



f. ((cont	:inued)
------	-------	---------

(3)	Indicate	in a paragraph or less what
		least about the self-instructional
	library.	

Five	Disl	ikes	Most	Frequently	Mentioned
					
		•			

(4) Indicate in a paragraph the single change that you feel would most improve the usefulness of the self-instructional library for you.

<u>Five</u>	Changes	Most	Frequently	Mentioned
				ı
				
				
				

- g. Student ratings of the usefulness of the facility to them.
 - (1) Check the number that best expresses your feeling about the self-instructional library.
 - (1.1) It was useless to me.
 - (1.2) It helped very little.
 - (1.3) It was helpful.
 - (1.4) It was very helpful.
 - (2) Indicate in a paragraph or less what you liked <u>best</u> about the self-instructional library.

2)	Indicate in a paragraph or less what you liked best about thesself-instructional library.
	Five Likes Most Frequently Mentioned
3)	Indicate in a paragraph or less what you liked <u>least</u> about the self-instructional library.
	Five Dislikes Most Frequently Mentioned
4)	Indicate in a paragraph the single chang you feel would most improve the usefull of the self-instructional library for yo
	Five Changes Most Frequently Mentioned

g. (continued)



14.	Work with joint apprenticeship committees on training needs, facilities equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.							
	a.	List the courses requiring apprentic	eship credit.					
	b.	Number of meetings held with joint a committees for each course included	pprenticeship under item a.					
	c.	Amount of apprenticeship credit rece course specified in item a.	ived by each					
	d.	Where credit was not given, list the so separately for each course.	reason and do					
		Course	Reasons					
		· · · · · · · · · · · · · · · · · · ·						
								



B.	Summary	Sheet	for	Feeder	School	Objectives
.	Junitirally	311 6 6 L	101	r ecu e i	3011001	ODICLIVES

1.	Assist in the development of junior high and feeder school programs and
	curricula designed to aid the student in exploring the world of work
	and developing a realistic understanding of his own skills and abilities
	prior to selecting an academic or vocational high school plan of study.

		- A. II.				
						
						
				. ,	•• ••	
schools by GJV	S persoi	nnel to	speak to th		leņts	
schools by GJV	S persoi	nnel to	speak to th		leņts	
schools by GJV part of the gu Number of meet	S personidance principles of the second seco	nnel to program th feed	speak to th er school gu	e stud	•	as
schools by GJV part of the gu Number of meet responsible fo	S personidance prings with programme series of the series	nnel to program th feed am deve	speak to th er school gu	e stud	per:	as sonne
schools by GJV part of the gu Number of meet responsible fo Beavercreek	S personidance prings with programme series of the series	nnel to program th feed am deve	speak to th er school gu lopment.	e stud	per:	as sonne
schools by GJV part of the gu Number of meet responsible fo Beavercreek Cedar Cliff	S personidance prings with programme series of the series	nnel to program th feed am deve	speak to th er school gu lopment. Greeneview	e stud	per:	as sonne
schools by GJV part of the gu Number of meet responsible fo Beavercreek Cedar Cliff Fairborn	S personidance progra	nnel to program th feed am deve	speak to the speak to the school gullopment. Greeneview Sugarcreek Xenia	i dance	per	sonne
schools by GJV part of the gu Number of meet responsible fo Beavercreek Cedar Cliff Fairborn	S personal dance programme in p	nnel to program th feed am deve	speak to the speak	idance	per	as sonne
schools by GJV part of the gu Number of meet responsible fo Beavercreek Cedar Cliff Fairborn Is there an opthe student in	S person idance programmer ings with a programmer in a program	nnel to program th feed am deve	speak to the speak to the series of school guilopment. Greeneview Sugarcreek Xenia ance program world of wo his own ski	design and lis an	ned dev	as sonne
schools by GJV part of the gu Number of meet responsible fo Beavercreek Cedar Cliff Fairborn Is there an opthe student in a realistic uncertainty.	S person idance programmer ings with a programmer in a program	nnel to program th feed am deve	speak to the speak to the series of school guilopment. Greeneview Sugarcreek Xenia ance program world of wo his own ski	designs and lis and	ned dev	as sonne to ai elopi iliti
schools by GJV part of the gu Number of meet responsible fo Beavercreek Cedar Cliff Fairborn Is there an opthe student in a realistic uncertainty.	erationa exploriderstand	nnel to program th feed am deve al guid ing the ding of or the	speak to the speak to the series of school guilopment. Greeneview Sugarcreek Xenia ance program world of wo his own ski	design and lis and gh sch	ned developed ab	as sonne to ai elopi iliti
Number of meet responsible fo Beavercreek Cedar Cliff Fairborn Is there an opthe student in a realistic unin feeder school Beavercreek	erationa exploriderstand	nnel to program th feed am deve al guid ing the ding of or the	speak to the speak to the serion gulopment. Greeneview Sugarcreek Xenia ance program world of wo his own skiir junior his of the speak of the spea	design and lis and gh sch	ned developed ab	to a i
schools by GJV part of the gu Number of meet responsible fo Beavercreek Cedar Cliff Fairborn Is there an opthe student in a realistic unin feeder school	erationa exploriderstand	nnel to program th feed am deve al guid ing the ding of or the	speak to the speak to the serion guilopment. Greeneview Sugarcreek Xenia ance program world of wohis own skiir junior hi	design and lis and gh sch	ned developed ab	as sonne



	Have procedures been develope school personnel must do and GJVS to coordinate placement?	ed which specify what it is feed who they should contact at the				
		Yes No				
	If was list the procedures s	or stone which must be taken to				
	initiate action by the GJVS.	or steps which must be taken to				
ь.	Feeder school guidance person necessary to coordinate place	•				
	(1) Number of feeder school counselors who can correctly provide the steps or procedures necessary to coordinate placement with the GJVS.					
	(2) Total number of feeder s coordinating GJVS placem					
		quests for aid in placement school counselors).				
•	(requests initiated by reeder	•				
; .	Beavercreek	Greeneview				
: .	Beavercreek	Greeneview				
ε.	Beavercreek	Greeneview				
	Beavercreek	GreeneviewSugarcreek XeniaTotal				
i.	Beavercreek Cedar Cliff Fairborn	GreeneviewSugarcreek Xenia Total				



g.	If coordination is poor-based of (e) and (f), list reasons why t	on the difference this is so.	between	i tems
		,		

3.	Provide information about the world of work and job opportunities feeder school counselors.							
	a.	List the materials concerning the world of work and job opportunities that have been provided feeder school counselors.						

ERIC Full Task Provided by ERIC

_		
a.	Have testing schedules	s been developed for each feeder schools YesNo
		Tes no
	If no, indicate the so	chools for which schedules have not
b.	Has a staff member in sponsibility for coord	each feeder school been assigned re- dinating the GJVS testing program?
		Yes No
	If no, indicate for w	hich schools this is true.
c.	Indicate the number of school.	f applicants tested from each feeder
c.		
c.	school. Beavercreek	Greeneview
c.	school.	Greeneview Sugarcreek
c.	School. Beavercreek Cedar Cliff Fairborn List the standardized	Greeneview Sugarcreek
	School. Beavercreek Cedar Cliff Fairborn List the standardized	Greeneview Sugarcreek Xenia tests being administered to feeder
	Beavercreek Cedar Cliff Fairborn List the standardized schoolsstudents desir Beavercreek	Greeneview Sugarcreek Xenia tests being administered to feeder ing to go to the GJVS. Greeneview
	Beavercreek Cedar Cliff Fairborn List the standardized schoolsstudents desir Beavercreek	Greeneview Sugarcreek Xenia tests being administered to feeder ing to go to the GJVS. Greeneview
	Beavercreek Cedar Cliff Fairborn List the standardized schoolsstudents desir Beavercreek	Greeneview Sugarcreek Xenia tests being administered to feeder ing to go to the GJVS. Greeneview



a. (continued)	d. ((continued))
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Cedar Cliff	<u>Sugarcreek</u>
<u>Fairborn</u>	<u>Xenia</u>



a.	Numb grov	er of oth and	meetings d developm	and seminent of fo	nars des eeder sc	igned for hool cour	r the pinselors.	rofessional	
	(1)	Numb	er of coun	selors a	t tendi ng	each med	eting o	r seminar.	
		(a) _			(d) _			_	
		(c) _			(f) _			•	
	(3)	List	the conte	nt or pu	rpose of	each med	eting o	seminar.	
							_		
		(c)						•	
		(d)			•			-	
		\ <u>-</u> /							
		(e) _						-	
b.	List selo	(e) _ (f) _	ooks and a	rticles	provide	to feed	ler scho	- - 	
b.	selo and	(e) _ (f) _ the b rs tha develo	ooks and a t are des	rticles	provide	to feed	ler scho	ool coun- growih	
b.	selo and	(e) _ (f) _ the b rs tha develo	ooks and a	rticles	provide	to feed	ler scho	- - 	o i e
b.	selo and	(e) _ (f) _ the b rs tha develo	ooks and a t are des	rticles	provide	to feed	ler scho	ool coun- growih	o i e
b.	selo and	(e) _ (f) _ the b rs tha develo	ooks and a t are des	rticles	provide	to feed	ler scho	ool coun- growih	<u>oi e</u>
b.	selo and	(e) _ (f) _ the b rs tha develo	ooks and a t are des	rticles	provide	to feed	ler scho	ool coun- growih	o i e
b.	selo and	(e) _ (f) _ the b rs tha develo	ooks and a t are des	rticles	provide	to feed	ler scho	ool coun- growih	o i e
b.	selo and List	(e) _ (f) _ the best that development of Bo	ooks and a t are des	rticles gned to	provide	to feed	der scho	ool coun- growih	
b.	selo and List	(e) _ (f) _ the best that development of Bo	pooks and a tare des opment.	rticles gned to	provide	to feed	der scho	ool coun- growih	
b.	selo and List	(e) _ (f) _ the best that development of Bo	pooks and a tare des opment.	rticles gned to	provide	to feed	der scho	ool coun- growih	
b.	selo and List	(e) _ (f) _ the best that development of Bo	pooks and a tare des opment.	rticles gned to	provide	to feed	der scho	ool coun- growih	



c. Please list the activities or content areas you think you need to know more about in order to be a better counselor.

<u>Five</u>	Areas	Most	Frequently	<u>Mentioned</u>

6.	nam	rdinate the development of es of firms, types of jobs yment.	a local employers handbook containing the available, and person to contact for em-
	a.	Number of employers liste	d
	b.	Number of jobs listed	
	c.	Number of job description	s listed.
	d.	Number of meetings and/or ment of handbook.	phone calls to coordinate develop-
	e.	List the problems involve of the handbook.	ed in coordinating the development
	f.	Has handbook been publish	ned? Yes No
		If yes, list the feeder	schools having copies of handbook.
	g.	Number of students using	the handbook.
		Beavercreek	Greeneview
		Cedar Cliff	Sugarcreek
		Fairborn	Xenia

the



- 7. Provide the curriculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.
 - a. Number of students applying for admission in September 1967.
 - b. Number of students enrolled in the GJVS in September 1967.

Course	Number Applying	Number Enrolled
Vocational Agriculture		
Horticulture		
Advanced Stenographic		
Advanced Business Machines		
Data Processing		
Cooperative Office Education		
Auto Body Repair		
Auto Mechanics		
Carpentry		
Commercial Art		
Cosmetology		
Dental Assistant		
Medical Assistant		
Electronics		
Machine Trades		
Mechanical Brafting		
Printing		
Food Preparation and Service		
Diversified Cooperation Training		
Distributive Education		
Occupational Work Experience		



a.	Did the records an of Vocational Educ	der schools as well as the GJVS nd reports required by the Stat cation result in the reimbursem	e Department
	pated?	Yes	No
	If no, indicate w	hy.	
b.		nts registered by feeder school concerning GJVS record keeping	
		Type of Complaint	Frequency
	Counselors		_
	•		
	•		
	-		
	Principals		
	-		
	-		
	-		_
	Teachers		
	-		
	-		_
	-		
c.	GJVS teacher commo	ents about the availability of	GJVS student
		mments Most Frequently Mentione	<u>d</u>
			_
			_
			-
			_



perfor	r courses mance (Exa d brakes,	ample: c	orrectly	replaced	cords of clutch,	re-

	C	01	£	A 1 A	AL 1 4 !	ł
٠.	Summary	20eer	TOF	Adult	UDIECT	i ve:5

1.	Provide the opportunity and facilities for adults, particularly those	•
	caught in the cycle of poverty, to learn new employable skills compat	-
	ible with their interests, aptitudes, and level of achievement as re-	•
	flected by adult course selection, test results, and counselor evalua)-
	tion.	

a.	Number of adults enrolled in programs designed for employment.
b.	List of adult courses available.
c.	Number and percent of adults placed in a course in which their profile of interests, aptitudes, and achievement exceed the minimum profile deemed necessary for success in that area.
	·
	Number
	Percent
d.	GJVS counselor satisfaction with adult placement procedures.
	A written evaluation of the adult enrollment procedures will be made. The report will stress ways in which the procedures can be improved and/or simplified.
	List the major points mentioned in this report.



	feel were not properly placed.
	Total number of students teachers feel were not properly placed.
2)	Indicate why you feel this to be true. Please do so for each student named in (1).
	Five Most Frequently Stated Reasons

f. Employer evaluation of placement in terms of job performance.

Pluzse evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS	l How important is this skill for his present job			2 How would you evaluate him on this skill							How does he compare with others of about his age who do the same work but had no vocational course in high school							ıt						
AT THE RIGHT FOR EACH OF	1		2	Τ	3	4		1		2	T	3	4			1		-	2	3)	J	4	, ,
THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	Of no real	Importance	Slightly	Considerably	important	Of critical	importance	Needs much	Improvement	Generally	2112	above average	Auto to and I am	Second in the second	Have no one to	_	him with	Does not do as	doing same work	Does about as	well as others	doing same worl	Does better	doing same work
I MANUAL JOB SKILLS. Refers to skill at using or operat- ing tools, equipment, mater- ials, machines, etc., in the trade.	()			()	()	<u> </u>)	()	>	()	(•	()		ď)	()		~)
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	()	()	()	()	()	(<u>۱</u>	()	()		() 		()	ľ)		·)
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts under- lying the practical trade work.	()	~)	()	()	()	()	()	()	,	()		()	·)		·)
4 MATHEMATICAL SKILLS. Refers to collity to use arithmetic or higher mathematics to solve work problems.	()	()	()	()	()	()	()	()		())	ľ)		ľ)
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	()	•)	()	()	()	()	()	()		()			()	ľ)		Š)
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	()	()	()	()	()	()	()	9)		()			()	()		()
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	()	()	()	()	()	()	()		()		()			()	(<u> </u>)	()
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	()	()	(()	()	()	())	()		())		()	1)	(()
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	()	(>	()) ()	()	(}	()	()		())		())	(
10 ATTITUDE TOWARD WORK. Refers to such behavior as absentee- ism, rule violation, concern fo quality work, cooperation, etc.	4	()	(,	() ()	()	()	(X	()		())		()	•	())	(()



g.	Adult evaluation of placement.
	(1) Did the GJVS offer the vocational course you really wanted to take?
	YES. If yes, did you get to take it?
	(1.1) Yes, I took the course I wanted.
	(1.2) No, I could not take the course I wanted because
	List of Five Most Frequent Reasons Provided in 1.2
	NO. If no, what course did you want to take that was not offered?
	List of Five Most Frequently Mentioned Courses

ERIC

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2.	dus	trial		hly relevant ice. The cui labor.					
	а.	shop		and/or the of a divided the of the office of					
			_ Approved.			approv ted bei		r reas	ons
	b.	Advi	isory commi	ttee ratings	5 :	Poor (1)	Fair (2)	Good (3)	Excellent (4)
		(1)	Adequacy	of shop faci	ilities	()	()	()	()
		(2)		e of training al performand	_	()	()	()	()
		(3)	Breadth o	or completen	ess of	()	()	()	()
	c.	cour	se task or	er of student activity. tly replace	(Example:	The num	formin ber of	g each stude	nts
		Cour	se Title						
				lents in Clas					
		Cour	rse Tasks			Š	uccess	of Stu fully Tasks	Completing
EXAMPLE	:		olace brake	e linings"			1	יי9וי	
				· 					
			-				_		
							_		
									
		-							



a.	number of repreposing each con	esentatives mmittee.	of both indu	stry and labo	
	Course Title				
	Advisory Commit	ttee	Yes	_ No	
•	Number of Member	ers Peprese	nting Industr	у	
	Number of Member	ers Represe	nting Labor _		
	Number of Meeti	ings Held w	ith Advisory	Committee	
e.	Graduate evalua	ation of re	levance of tra	aining	
	(1)				
Was your first ful	I-time job in the trade or	field for which y	ou were trained in hig	h school?	
[]] 1. Exc []] 2. Well	ow well your vocational cour eptionally well-prepared; tra i-prepared on the whole; but rly prepared; much that I nea in below.	uning covered all e there were some in	ssentials required by fin aportant gaps in training	rst job	
🗀 2. Lea	ob ovailable in area of train rned new job by continuing s rned new job in militory serv	school	4. Decided I liked 5. Net accepted o 6. Other (specify)		
	(2)) tools and equipment, use used in your vacation				
	wise, mark your onswer	1		1 1	
TOOLS & EQUIPMI	_	1	K METHODS NA		WORK MATERIALS NA
2. Little real di	fference	[]2	. Little real difference . Very much different		2. Little real difference 3. Very much different
	If you marked	3 above (Very much	different), did it toke l	ong to learn what was r	new?
1. Only about a 2. Less than the 3. About three-s 4. About six ma 5. Mere than e y	ree months .ix months nths- e ye c r	□ 2 □ 3 □ 4	. Only about a few week . Less than three month . About three-six manth . About six manths-a ye . Mare than a year	s s	1. Only about a few weeks 2. Less than three months 3. About three-six manths 4. About six manths-a year 5. Mare than a year



e. (continued)

(3)

For each of the skill areas listed holow, answer	}	w imp this s ur pro	kıll fa	r	ski	ill wn	ch of s leari schoo	ned				ou ford out tin		14
the tour questions at the right. Indicate your answers by marking appropriate boxes.	Of No Real Importance	Slightly C	Considerably w	Of Critical Laportance	Almost Nothing	Some, But Nat Much	Large &	Aimost All	High School Coap Progrom	High School No Shop or Class	Apprentice w	On Regular >	Elsewhere to	need for more instruction or training in this orea? (Mark either Yes or No)
1 MANUAL JOB SKILLS. Refers to skill of using or operating tools, equipment, moterials, machines, etc., in your work.	נט	(=)			:T)			נבו		(1)	(2)	(2)	(7)]; 1. Yes []; 2. No
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	ū				[]				נט			CD.	(3)	1. Yes
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of bosic principles and concepts underlying the practical trade work.	נם									Ü		£21		1. Yes 2. No
4 MATHEMATICAL SKILLS. Refers to obility to use or other tic or higher mothematics to solve work problems.	г	נבז							r:i	([]	ü	(1)	, []	. 1. Yes 2. No
5 COMMUNICATION SKILLS. Refers to skill of speaking, writing, drafting, sketching, etc., to communicate ideas.		:							(C.)	()	(2)			1. Yes 2. No
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed motter, bluepriats, tables, diagrams, etc.	[]]	(2)			[]		(_)		(<u>,</u>		ت	(1)	; ;	1. Yes , 2. No
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	(3)	1.3	[_]		[]						[,T]	(I)	ا .	. 1. Yes . 2. No
8 PERSONAL RELATIONS SKILLS. Refers to skill of dealing with people, such as customers, coworkers, other trades, etc.	[]	(23	E1		177		(二)	רבו	(1)		(_)	CT.	[-]	1. Yes 2. No
9 SUPERVISORY SKILLS. Refers to skill of super- vising others, e.g., instructing, directing, evoluting, planning, organizing, etc.	1.1	1-1	 -:: J				[]]			(2.)	1_]	re)		_1. Yes 2. No
10 OTHER SKILLS. Add what you feel applies to your job and is not covered by the above.		•	·									-	-	
	והו	:0			(7)			(7)	[]]	'_1	· 1	· . :	,	1. Yes 2 No



f. Employer's evaluation of relevance of GJVS training.

(1)
Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF	th	is	impo sk pre:	11	1 (01			•	Ψ¢	wou lust this	:e t	١Ì١	M			1	va: Fi	, p	st	hen	he			
THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	Of no real	importance	Slightly		Considerably	important	of critical	importance	Needs much	improvement	Generally N	Generally w	_	Outstanding F)	Have no one to	fairly compare		Total as others as	doing same work	4	doing same work	Does better	than others	doing same work
i MANUAL JOB SKILLS. Refers to skill at using or operat- ing tools, equipment, mater- ials, machines, etc., in the trade.	()	()	()	())	()	()	()	()		()		()	()			•
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	·)	()	()	())	()	()	()	()	()		()	()		(,
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts under- lying the practical trade work.	·)	()	()	()	()	()	()	()	()		()	()		(,
4 MATHEMATICAL SKILLS. Refers to ability to use erithmetic or higher mathematics to solve work problems.	~)	(()	()	(()	(>	()	()		()	·)		()
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	()	()	()	()	()	()	()	()	()		()	()		;)
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	·)	~)	~)	()	~)	()	()	()	·)		()	•)		()
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	·)	()	()	()	~)	()	•)	()	~)		()	()		()
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co- workers, other tradesmen, etc.	()	(,	(,	()	()	()	~)	()	()		()	()		()
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	()	((>	()	()	()	()	()	()		()	()		()
10 ATTITUDE TOWARD WORK. Refers to such behavior as absentee-ism, rule violation, concern for quality work, cooperation, etc.	i .)	()	()	()	()	()	(,	()	(}		()	()		()

Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible. This job should provide a level of remuneration at least equal to minimum acceptable wage levels.
 a. Adult evaluation
 (1) How long after completing your GJVS training did

(1)	How long after completing your GJVS training did it take you to get your first full-time job?
	months
(2)	How did you get your first full-time job after completing your GJVS training? Mark all that apply.
(2.1)	By answering a want-ad. (2.6) Help of school director.
(2.2)	
(2.3)	State employment agency. (2.8) Other than above; please
(2.4)	
(2.5)	Help of school counselor.
(3)	Was your first full-time job since completing your GJVS courses related to the trade or field in which you were trained? Yes No If yes, indicate how well your vocational course prepared you for your first full-time job.
(3.	
(3.	2) Well prepared on the whole; but there were some important gaps in training.
(3.	Poorly prepared; much that I needed to know was not covered in the GJVS course.
	If no, mark reason below.
(3.4	4) No job available in area of training.
(3.5	E) Learned new job by continuing school.
(3.6	6) Learned naw job in military service.
(3.7	7) Decided I liked other work better.
(3.8)	Not accepted as apprentice in trade.
(3.9	Other (specify):



a.	(cor	ntinued)	
	(4)	How interested were you in your first ful job? Check the statement that best appli	
	(4.	1) Not interested at all, but I needed a	job.
	(4.	2) Some interest.	
	(4.	3) Good deal of interest.	
b.	acce	course instructor evaluation of compatible pted by <u>(adult's name)</u> in terms of his aching.	
	(1)	What would you say the relationship was a first job accepted by <u>(adult's name)</u> and Check the statement that best applies.	
	(1.	1) Little or no relationship.	
	(1.	2) Some relationship.	
	(1.	3) Great deal of relationship.	
	(2)	Which of the following statements best de relationship between the job accepted by and achievement in school. Check the statest applies.	(adult's name)
	(2.	1) Job too easy for student.	
	(2.	2) Job too difficult for student.	
	(2.	3) Job appropriate to student's level of	achievement.
c,	Grad	uate starting salaries	
	(1)	Indicate the average Carting salary or book of graduates of the GJVSby courseexclin the military or other national services	uding those
		Course	Starting Salary



	List the courses offer	ed for upgrading and promotion.								
	Courses	<u>Enrollment</u>								
										
b.	T&I supervisor and/or the director's approval of the equipment, shop setup, and outline of the tasks to be included in the course of study.									
	Approved	Not approvedfor reasons listed below.								
c.	List the number of stud task or activity. (Exa rectly replace brake 1	ample: Number of students able to cor-								
c.	task or activity. (Example 1)	ample: Number of students able to cor-								
c.	task or activity. (Exercise rectly replace brake left) Course Title	ample: Number of students able to cor- inings)								
c.	task or activity. (Exercise rectly replace brake left) Course Title	Ample: Number of students able to corinings) Class Number of Students Successfully Complet								
c.	task or activity. (Exerctly replace brake 1) Course Title Number of Students in (Ample: Number of students able to corinings) Class Number of Students Successfully Complet								
c.	task or activity. (Exerctly replace brake 1) Course Title Number of Students in (lnings) Class								
с.	task or activity. (Example 1) Course Title Number of Students in (Course Tasks	Number of Students able to corinings) Class Number of Students Successfully Complet								



d.	numb	e the courses having advisory of ber of representatives of bothing each committee.									
	Cour	se Title				-					
	Advi	sory Committee Yes	No	0							
	Numb	er of Meetings Held with Advis	sory Commit	tee							
	Numb	per of Members Representing Inc	dustry		•						
	Numb	per of Members Representing Lab	or								
e.	Advi	sory committee ratings:	Poor (1)	Fair (2)	Good (3)	Excellent (4)					
	(1)	Adequacy of shop facilities	()	()	()	()					
	(2)	Relevance of training to actuindustrial performances	ua 1 ()	()	()	()					
	(3)	Breadth or completeness of training	()	()	()	()					
f.	Grad	luate followup (6 months)									
	(1)	Have you had a salary increas GJVS course to update your st		king t _ Ye s	:he 	No					
		If yes, how much of an increa	ase per mon	th? _							
	(2)	Have you had a promotion sine course to update your skill?	ce taking t			lo					
g.	Emp 1	loyer comments									
	Since taking the following upgrading course, have you noticed any improvement in the job performance of on any of the following skills.										
	Chec	k all that apply.	•			No					
		<u>.</u>	A Great Dea	<u>1 Sc</u>	ome l	<u>Improvement</u>					
	(1)	Manual Skills		-							
	(2)	Job Practical Knowledge		-		**************************************					
	(3)	Job Theoretical Knowledge				-					
	(4)	Mathematical Skills									
	(5)	Communication Skills				-					
	(6)	Reading and Interpretative Skills									

		A Great Deal	Some	No Improvement
(7)	Clerical Skills		المنا من سوس	****
(8)	Personal Relations Skills	والمكالة إلى الأراكة		
(9)	Supervisory Skills	المستشدر وميراهدي		
(10)	Other Skills; Add what you feel applies to your job and is not covered			



5.	leisure	the opportunity for adults time activities.		skills use	eful in v ar	ious
•	Cour	rses		Enroll	nent	
	<u>. </u>			Male_		
				Female _		
		low-up of leisure time cou Please indicate the leis enrolled in at the GJVS.				
	(2)					
How frequently	• •					
	ac you amgage	in the following types of leisure-time act	ivities?			
		in the following types of leisure-time act	AL MOST	EQUENTLY F	FREGUENTLY 3	ALMOST DAILY
			ALMOST INFRE	2	3	
1. Reading news	spapers	in the following types of leisure-time act	ALMOST INFRE	2	3 ;	
 Reading news Engaging in c Reading profe 	papers raft habbies (m essional or trade	odel building, jewelry moking, etc.)	ALMOST INFRE	2	3 :==	
1. Reading news 2. Engaging in c 3. Reading profe 4. Attending oth	papers traft habbies (m essional or trade letic eventy as	a spectaror	ALMOST INFRE	2	3 	
1. Reading news 2. Engaging in c 3. Reading profe 4. Attending oth 5. Attending pla	papers raft hobbies (mi ssional or tradi latic evente as ye, « vicerts, bi	odel building, (ewelry making, etc.)	ALMOST INFRE	2	3 	
1. Reading news 2. Engaging in c 3. Reading profe 4. Attending pla 5. Attending pla 6. Wotching tele	papers raft hobbies (missional or traditional o	a spectaror	ALMOST INFRE	2	3 17:00 17:00 17:00	
1. Reading news 2. Engaging in c 3. Reading profe 4. Attending nth 5. Attending pla 6. Wotching tele 7. Gardening (ra	papers craft hobbies (missional or traditatic swents as 15%, < hicerts, being programs asing flowers, fr	odel building, jewelry making, etc.)	ALMOST INFRE	2	3 17(10) 1700 1700 1700	
1. Reading news 2. Engaging in c 3. Reading profe 4. Attending oth 5. Attending pla 6. Watching tele 7. Gardening fra 8. Reading gene	ipapers craft hobbies (missional or traditions of traditions, concerts, but it is programs is ing flowers, fivel magazines (l	odel building, jewelry making, etc.)	ALMOST INFRE	2 0000000000000000000000000000000000000	3 	
1. Reading news 2. Engaging in c 3. Reading profe 4. Attending oth 5. Attending pla 6. Watching tele 7. Gardening fra 8. Reading gene 9. Warking or ho	papers practical property of the property of the programs of the program of the progr	odel building, jewelry making, etc.)	ALMOST INFRE	2 00000000	3 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	
1. Reading news 2. Engaging in a 3. Reading profe 4. Attending oth 5. Attending tells 6. Wotching tells 7. Gardening fra 8. Reading gene 9. Working or ho 10. Attending edu	papers raft hobbies (m ssional or trade letic evente as m, « nicerts, be in lien programs ising flowers, fr val magazines (l me shop activit scational course	odel building, jewelry making, etc.) books and periodicals a spectator illets, ela uit trees, vegetables, etc.) LIFE, LOOK, READERS' DIGEST, etc.) ies (woodwarking, metalwarking, etc.)	ALMOST INFRE	2 0000000000000000000000000000000000000	3 17(10)-1710 17(10)-1710 17(10)-17(10) 17(10) 17(1	
1. Reading news 2. Engaging in a 3. Reading profe 4. Attending oth 5. Attending pla 6. Watching tela 7. Gardening fra 8. Reading gene 9. Warking or ha 10. Attending du 11. Engaging in t	papers papers passional or trade latic events as passing flowers, fr val magazines () me shop octivit acational course eam sports (sof	odel building, jewelry making, etc.)	ALMOST INFRE	2 0000000000000000000000000000000000000	3 10:00:00:00:00:00:00:00:00:00:00:00:00:0	

	to take?	Yes		No				
c.	Did the GJVS	offer the	e leisure	time	course	you	really	wanted
20. Other (please write in			· •——	<u> </u>	·· ···································		••••••••••••	<u> </u>
19. Going to the movies				—				=
18. Listening to music of	home for pleasure					<u> </u>		🗀
11. Cudoding in mailing	ii sharra (saumming) man		• 7			,		

14. Reading pon-fiction books (biography, history, travel, etc.) 15. Cellecting stomps, coins, rocks, or other items 16. Attending educational lectures and discussion groups 17. Engaging in individual sports (swimming, hunting, fishing, etc.)



(continued)								
If no,	dentify the course you would like to see taught.							
	Five Courses Most Frequently Requested							
	learn what you wanted to about the leisure time							
Did you activity								
	.2							
	Yes No							
	Yes No							
	Yes No							
	Yes No Five Most Frequently Cited Explanations							



). Is	the self-instructional library	operational?	Yes
	st the number of programs availa	able by content or c	ourse
<u>A</u> 1	<u>'ea</u>	Number of Progra	<u>ms</u>
_			
_			
_			
_			
_		-	
		-	
Nu	mber of adults making use of the	facility.	_
. Nu	mber of adults making use of the mber and percent of adults receist-tests.		- on
Nu	mber and percent of adults recei		on
Nu	mber and percent of adults receist-tests.		on
. Nu po	mber and percent of adults receist-tests. Number	ving passing scores	
. Av	mber and percent of adults receist-tests. Number Percent erage grade or percent correct o	ving passing scores	n ea ch
. Av	mber and percent of adults receist-tests. Number Percent erage grade or percent correct of ogram. VS teacher ratings of usefulness	ving passing scores btained by adults of the facility for expresses your feeling	n each radult
Av. pro	mber and percent of adults receist-tests. Number Percent erage grade or percent correct of ogram. VS teacher ratings of usefulness ucation. Circle the letter that best enabout the usefulness of the second control of the secon	ving passing scores btained by adults of the facility for expresses your feeling	n each radult
. Numpo	mber and percent of adults receist-tests. Number Percent erage grade or percent correct or ogram. VS teacher ratings of usefulness ucation. Circle the letter that best endout the usefulness of the standard for adults.	ving passing scores btained by adults of the facility for expresses your feeling	n each radult
. Av. pro	mber and percent of adults receist-tests. Number Percent erage grade or percent correct of ogram. VS teacher ratings of usefulness ucation. Circle the letter that best end about the usefulness of the second for adults. I) a. Useless	ving passing scores btained by adults of the facility for expresses your feeling	n each radult

f.	(con	tinued)
	(2)	Indicate in a paragraph or less what you find most useful about the self-instructional library.
		Five Most Frequently Mentioned Uses
	(3)	Indicate in a paragraph or less what you like <u>least</u> about the self-instructional library.
		Five Dislikes Most Frequently Mentioned
	(4)	Indicate in a paragraph the single change that you feel would most improve the usefulness of the self-instructional library for you.
		Five Most Frequently Mentioned Changes
a.	Adu	It ratings of the usefulness of the facility to them.

- - (1) Circle the letter that best expresses your feelings about the usefulness of the self-instructional library to you.
 - (1.1) a. It was useless.
 - (1.2) b. It helped very little.
 - It was useful. (1.3) c.
 - (1.4) d. It was very useful.



(2)	Indicate in a paragraph or less what you liked best about the self-instructional library.
	Five Most Frequently Mentioned Likes
(3)	Indicate in a paragraph or less what you like least about the self-instructional library.
	Five Most Frequently Mentioned Dislikes
(4)	Indicate in a paragraph or less the single ch you feel would most improve the usefulness of self-instructional library for you.
	Five Improvements Most Frequently Mentione



List the courses requ	iring apprenticeship credit.
Number of meetings he for each course liste	ld with joint apprenticeship committees d under item (a).
Course	Number of Meetings
	
Amount of apprentices in item (a).	hip credit received by each course listed
Course	Apprenticeship Credit
	



d.	Where credit was not given, list the reason. This should be done done separately for each course.
	Five Reasons Most Frequently Given



D.	Summary	Sheet	for	Employer	Objectives
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b.

1.	Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.
	a. List the sources of information about employment data

being received by the GJVS.	•	•	
			
Is there a routing procedure of rial to relevant GJVS personnel and Area Supervisors)?	the above m (Director,	entioned Superinto	mate- endent,
	Yes	No	o

c. Number of meetings with representatives of employers and labor to discuss training needs.



d. Employer evaluation of GJVS graduates.

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

Checking the appropriate spaces		- 1			Ī	2				3		
ANSWER THE THREE QUESTIONS	How importent is this skill for his present job				How would you evaluate him on this skill				How does he compare with others of about his age who do the same work but had no vocational course in high school			
AT THE RIGHT FOR EACH OF	1	2	,3	4	1	2	3	4	1	2	3	4
THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	Of no real Importance	Slightly	Considerably	Of critical	Needs much	Generally satisfactory	Generally above average	Outstanding	Have no one to fairly compare him with	Does not do as well as others doing same work	Does about as well as others doing same worl	Does better than others doing same work
I MANUAL JOB SKILLS. Refers to skill at using or operat- ing tools, equipment, mater- ials, machines, etc., in the trade.	()	()	()	()	()	()	()	()	()	()	()	()
? JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	()	()		()	()	()	()	()	()	()	()	()
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts under- lying the practical trade work.	()	()	()	()	()	()	()	()	()	()	()	()
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	()	()	()	()	()	()	()	()	()	()	()	()
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	()	()	()	()	()	()	()	()	()	()	()	()
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blue- prints, tables, diagrams, etc.	0		()		()	()	\Box	()	()	()	()	()
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	()	()	()	()	()	()	()	()	()	()	()	()
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co- workers, other tradesmen, etc.	()	()	()		()	()	()	()	()	()	()	()
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	()	()	()	()	()	()	()	()	()	()	()	()
10 ATTITUDE TOWARD WORK. Refers to such behavior as absentee- ism, rule violation, concern for quality work, cooperation, etc.	()	()	()	()	()	()	()	()	()	()	()	()

									•		

List	of	emp i	oyers	s con	tactin	g th	e sc	hoo 1	for	emp	loyaes
1:00	of	the	emp 1 c	yers	conta	ıc t e d	by	the	GJVS	•	

2. Provide an employment service with a "known quality product" to local



		_
		
•	List of the employers contacted by the GJVS regarding opportunity for retraining and updating their employee	the s.
		-
•	Number of meetings conducted to discuss employee retra and upgrading with local employers.	ining
•	and upgrading with local employers.	ining rof Med
•	and upgrading with local employers.	
•	and upgrading with local employers.	
•	and upgrading with local employers.	
•	and upgrading with local employers.	r of Med



E.	Summary	Sheet	for	GJVS	Staff	Objectives
----	---------	-------	-----	-------------	-------	------------

b.

- 1. Provide a working context attractive to superior teachers and administrators.
 - a. List the working conditions or procedures which detract from your maximum job performance.

your maximum job periormance.
Five Points Most Frequently Mentioned
List the things that you think would allow you to do you job better.
Five Points Most Frequently Mentioned



2.	Pro	vide	a con	tinuing p	rogram of	staff s	elf-deve	l opmen t	and imp	rovement.
	a.	ls t	there a	a formal (teacher e	valuatio	n progran	n?		
							Yes		No	
				ndicate mi eduled by			meetings	or obs	erva-	
	ь.			teachers designed	•	-	•		-	
		Numb	er of	staff men	nbers					
		Numb	er pa	rticipatin	ng in upda	ating pr	og ra ms _		_	
	c.	Teac	her po	erception	of super	vision				
		(1)		ou feel yo vant matte				discuss		
							Yes		No	
				o, cite ar iscuss.	•	-	c you wou	uld lik	e	
				Five Top	oics Most	Frequen	tly Ment	oned		
		(2)		the areas been most		h you fe	el your :	supervi	sor	
				Five Are	eas Most i	Frequent	ly Mentic	oned		
										
							 		-	
										



(3)	List the areas in which you feel you need the most aid in order to develop professionally.
	Five Areas Most Frequently Mentioned



- F. Summary Sheet for Community Objectives
 - 1. Maintain contact with local schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community that incorporate or reflect the objectives of the GJVS.
 - a. List the local schools, agencies, and private groups making a concerted attack on the problems of school, family, and community.

Groups	Contact		
		Yes	No
		Yes	ho
		Yes	No

b. Where answer is "Yes" to item (a), describe the number and type of contacts made.

Group	Type of Contact Phone, Personal Letter, Other	Number of Contacts
		
· · · · · · · · · · · · · · · · · · ·		

••	coordinating programs.			
	Agencies	Type and Purpose of Pro	<u>ogram</u>	



a.	is t	the library operational?YesNo	
	lf y	yes:	
	(1)	Number of volumes.	
	(2)	Range of texts; content areas. List them.	
	(3)	Number of local residents using library.	
		(a) Number of residents with library card.	
		(b) Number who use it as resource.	
		(c) Number of employers and companies using library facilities.	
b.		ments or suggestions made by library users involving improve service.	ing ways
	(1)	In a paragraph or less, please indicate what you like best about the library.	ou
		Five Topics Most Frequently Mentioned	Frequency
			
			
			
			•
	(2)	In a paragraph or less, please indicate what you like <u>least</u> about the library.	ou
		Five Topics Most Frequently Mentioned	Frequency
			
		 	
			



(3)	Indicate in a paragraph or less what the li could do to be of more use to you.	brary
	Five Topics Most Frequently Mentioned	Frequency



	List of organizations making use	of GJVS meetir	ng rooms.
	<u>Organizations</u>	Frequency	Number of Persons Attending
).	Comments about use of room by the organization.	e responsible n	nember of the
	(1) Were the facilities and arra	angements adequ	uate?
		Yes	No
	lf no, explain.		
	Five Topics Most Freq	uently Mention	<u>ed</u>
	(2) List any suggestions that m		GJVS
	Five Topics Most Freq		ed <u>Frequency</u>
	· · · · · · · · · · · · · · · · · · ·		

3. Provide meeting rooms for educational and civic organizations.



	List of organizations to which GJVS pers	Approximate Number
	<u>Organizations</u>	People Attending Me
		S
		_
:.	List of personnel responsible for publi GJVS presentations.	c relations and/or
	Name	Number of Presenta
		nich presentations ex-



- 5. Provide a centralized vocational education facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.
 - a. List the vocational education courses taught at each feeder school during the September 1966 academic year and their enrollment.

	Courses	Enrollment
Beavercreek		
		
		
		
Cedar Cliff		
		



a. (continued)

	Courses	Enrollment
Fairborn		
	-	
• • • • • • • • • • • • • • • • • • • •		
Greeneview		
Sugarcreek		
_		
,		



	Courses		Enroll
Xen i a			_
		courses taught at t	he GJVS
and the enro	ational education of the second countries of the secon		he GJVS
and the enro		rse.	he GJVS
and the enro		rse.	he GJVS
and the enro		rse.	he GJVS
and the enro		Enrollment	he GJVS
and the enro		Enrollment	he GJVS
	llment in each cou	Enrollment	he GJVS
and the enro	llment in each cou	Enrollment	he GJVS



c. List the courses available at the GJVS that were not available at the feeder schools. Separate comparisons will be made between the GJVS course offerings and each feeder school.

Beavercreek

Greeneview

Cedar Cliff	<u>Sugarcreek</u>
<u>Fairborn</u>	<u>Xenia</u>



Beavercreek	<u>Greeneview</u>
	
Cedar Cliff	Sugarcreek
<u>Fairborn</u>	<u>Xenia</u>



- e. The number of students enrolled in courses, both in the feeder schools and the GJVS, which were not available to students prior to the opening of the GJVS in September 1967.
- f. Proportion of feeder school costs attributable to vocational education.

Beavercreek

		Total School Expenditures	Dollar Amount Attribut- able to All Vocational Education Courses
(1)	Attendance Services		
(2) .	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

Cedar Cliff

		Total School Expenditures	Dollar Amount Attribut- able to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		



f. (continued)

<u>Fairborn</u>

		Total School Expenditures	Dollar Amount Attribut- able to All Vocational Education Courses		
(1)	Attendance Services				
(2)	Health Services				
(3)	Transportation Services		, 		
(4)	Operation of Plant				
(5)	Fixed Charges				
(6)	Food Services				
(7)	Student Body Activities				
(8)	Instructional Costs				
(9)	Maintenance of Plant				
(10)	Capital Ourlays				
	<u>Greeneview</u>				

		Total School Expenditures	Dollar Amount Attribut- able to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		



f. (continued)

Sugarc reek

			<u> Dollar Amount Attribut-</u>
		Total School	able to All Vocational
		Expenditures	Education Courses
(1)	Attendance Services		
(2)	Health Services		·
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6) .	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays	·	
	•	ania	
	<u> </u>	<u>enia</u>	
			Pollog Amount Attailut-
		Total School	Dollar Amount Attribut- able to All Vocational
		Expenditures	Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges	,	
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Piant		
(10)	Capital Outlays		



g.	GJV5	Expend i tures	
	(1)	Attendance Services	
	(2)	Health Services	
	(3)	Transportation Services	

(4) Operation of Plant

(5) Fixed Charges ______

(7) Student Body Activities

(8) Instructional Costs

(9) Maintenance of Plant

(10) Capital Outlays



6. Create and maintain a favorable image of the GJVS and its services.

What are your opinions of the school in terms of the characteristics listed below? Give your answers by checking the appropriate space at the right. If you do not feel qualified to voice an opinion or have no opinion, please check the "no opinion" space.

		1	2	3	4	5	
	SCHOOL CHARACTERISTICS	NO OPINION	POOR	FAIR	GOOD	EXCELLENT	
1. 2. 3.	Adequacy of shop facilities	()	•	•	()		
4. 5. 6.	Efforts to prevent drop-outs	• ()	\ /	` '	()	•	
7. 8. 9.	Reputation in community	• ()	()	()	()	()	
10. 1?. 12.	Relationship with local labor groups Quality of vocational students Variety of course offerings	- ()	()	()	()	()	
13.	Effort to place graduates	· ()	()	()	()	{}	

EVALUATION PLAN



EVALUATION PLAN

The evaluation plan is intended to provide a description of a way in which the assessment items can be used and analyzed. It specifies who should fill out the item, the approximate time it should be administered, the individual responsible for summarizing the data, as well as the action to be taken with this summary. In all cases, unless clearly specified in the plan, copies of the data summary should be provided to the director and superintendent of the GJVS. When appropriate, additional copies of these data should also be sent to feeder school personnel.

The plan will describe how to use each item and will closely follow the format and arrangement of the Data Summary Sheets. In many instances, the plan will refer back to the summary sheets and elaborate on the manner in which they should be utilized. It is hoped that the Data Summary Sheets and the Evaluation Plan will enable the GJVS to carry on its own evaluation with minimal assistance from outside specialists.

PLAN FOR STUDENT OBJECTIVES

- Provide the opportunity for a vocational education to all Greene County high school students 16 years or older who meet the curricular prerequisites.
 - (1.1) All items assessing this objective are the responsibility of the GJVS counselor. Items should be completed by 1 June of each academic year. During the first year of operation, these items should be completed by 1 October 1967. After reviewing the summary data, the director and/or superintendent will take appropriate action.
- 2. Increase the number of curricular offerings and choices available to high school students in Greene County.
 - (2.1) All items assessing this objective are the responsibility of the GJVS counselor. Items should be completed by 1 October of each academic year. After reviewing the summary data, the director and/or superintendent will take appropriate action.
- Reduce the number of students of high school age who fail to complete high school.
 - (3.1) All items assessing this objective are the responsibility of the GJVS counselor.
 - (3.2) In item <u>a</u>, the number of dropouts for each feeder school for years 1964, 1965, and 1966 should be averaged to provide the average number of dropouts for each feeder school during the most recent periods prior to the opening of the GJVS.
 - (3.3) In order to complete item <u>d</u>, attempts should be made by the GJVS counselor and feeder school counselors to interview by phone or in person those individuals who drop out of school during the academic year. In addition, attempts should also be made to interview feeder school students who dropped out during the September 1966 academic year. We are interested in determining why students say they leave school so that we can reduce this number by developing programs that meet their needs.
 - (3.4) All items should be completed by 1 May of each academic year. During the first year of operation, the items dealing with feeder school dropouts during the academic year beginning September 1966 should be completed by 1 December 1967.



- (3.5) Completed copies of the Data Summary Sheet covering objective 3 should be provided to both the director and superintendent of the GJVS. Copies should also be sent to the Superintendent of feeder schools and their guidance counselors. It may be reasonable to have a county-wide meeting once or twice a year to discuss the dropout problem and methods of reducing it.
- 4. Place each student desiring a vocational education in a curriculum compatible with his interests, aptitudes, and achievements as reflected by student course selections, measurement of student interests, teacher evaluation, counselor evaluation, test results, and parental consent.
 - (4.1) Item <u>a</u> will be the responsibility of the GJVS counselor. It will be completed by I June of each academic year. However, the first report dealing with the beginning students will be made by I October 1967. Copies of the completed Data Summary Sheet for objectives should be provided to both the <u>director</u> and superintendent of the GJVS.
- (4.2) Item b will be the responsibility of the GJVS counselor. It will be completed by 1 October of each year. It will involve contacting feeder school personnel as well as GJVS personnel to determine the number and type of parental complaints. The five most frequent types of complaints will be identified and provided to the director and superintendent of the GJVS. A meeting between the GJVS counselor, director, and superintendent will be held late in October to discuss ways of solving or reducing parental complaints.
- (4.3) Item <u>c</u> will be the responsibility of the GJVS counselor and will require him to critically review the student enrollment procedures and make recommendations to the GJVS director and superintendent. The evaluation of the June enrollment procedures should be completed by 1 October of the following academic year.
- (4.4) Item <u>d</u> should be completed by each GJVS instructor. Evaluation sheets should be provided to them by 1 December of each academic year. Items should be completed by 31 December. These sheets will then be sent to the GJVS counselor. He will summarize the data by indicating the total number of students that instructors feel were incorrectly placed and the five most frequent reasons they cite for believing this. The counselor should meet with each instructor making a complaint and discuss the problem in more detail. When necessary, the GJVS director and superintendent should also be contacted.
- (4.5) Item e is the responsibility of the GJVS counselor. He should make note of the complaints registered by feeder school personnel concerning GJVS enrollment procedures and classify them by school. A list of the five most frequent complaints should be constructed. This report should be completed by 1 October and will reflect the criticism as-



sociated with the enrollment taking place during the preceding May. A meeting should be arranged with the GJVS counselor, director, and superintendent and will be held late in October to discuss ways of solving or reducing feeder school complaints.

- (4.6) Item <u>f</u> will be the responsibility of the GJVS superintendent. He will list any complaints raised by his school board regarding GJVS enrollment procedures. These issues will be discussed at the meeting to be held late in October to discuss enrollment problems.
- (4.7) Item <u>q</u> will be completed by employers and/or supervisors of GJVS graduates. These questionnaires will be mailed out one year after the students have graduated. Questionnaires should be mailed at a time which is administratively convenient for the GJVS staff. Forms should be returned to the GJVS counselor who will be responsible for computing mean scores for each item for each vocational major as well as an overall GJVS mean score.
- (4.8) Item h will be completed by GJVS students and will only be administered to students spending their first year at the GJVS. Item administration will take place in early May. Completed forms will be provided to the GJVS counselor who will be responsible for summarizing the data and listing the five most frequent reasons why students think they could not take the course they wanted. In addition, a list of the five courses most frequently mentioned when students were asked to identify the course they wanted to take that was not offered will be provided. This data will be reviewed by the director and superintendent and will be given consideration when the school offers additional courses.
- Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.
 - (5.1) Item a should be completed by the T&I supervisor and/or the director of the GJVS. It should be filled out prior to 5 September of each academic year. When course outlines are not approved, conferences between the instructor and his supervisor should take place as soon as possible to correct deficiencies.
 - (5.2) Item b should be completed by all advisory committee members and can be sent by mail to their homes. This item should be mailed in early October. The GJVS counselor will have the responsibility for summarizing the data returned by them. Mean scores should be obtained for each course using an advisory committee. When mean scores are two or less, advisory members should be interviewed to determined why they feel the course is only "fair," and what steps are necessary to improve the course.

- (5.3) Item <u>c</u> should be completed by each GJVS vocational instructor. These records should be handed in by the end of each academic year, and presented to the GJVS director for review.
- (5.4) Item <u>d</u> is the responsibility of the T&I supervisor and should be completed by the end of each academic year.
- (5.5) Item e should be mailed to and completed by the GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by each vocational major and overall GJVS scores can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.
- (5.6) Item f will be mailed to and completed by employers of GJVS graduates one year after their graduation. The GJVS counselor will be responsible for summarizing the data returned by employers. Mean scores by vocational major and overal GJVS means can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.
- 6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.
 - (6.1) In order to assess this objective, GJVS vocational course instructors will call graduates of their courses three months after graduation to determine their starting salary or hourly wage. Course instructors will then place the data for all students from their class on a sheet and send it to the GJVS counselor. The counselor will be responsible for computing the average starting salary or hourly wage for each vocational major and the overall GJVS average. The director and superintendent will review this data and take appropriate action.
- 7. Place each student desiring a job in an available position compatible with his interests, training, and achievement as rapidly as possible after graduation from the GJVS.
 - (7.1) Item <u>a</u> will be mailed to and completed by GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by vocational major and overall GJVS counts can be used for summarization. A meeting with the director and superintendent should be held to discuss the implications of these results.
 - (7.2) Item <u>b</u> will be completed by GJVS vocational course instructors. This item should be completed at the same time the instructors call to determine the starting salary or hourly wage of their graduates. Course instructors will then send the data for all their students



to the GJVS counselor for summarization. Frequency counts by vocational major and overall GJVS can be used for summarization. This data will then be provided to the director and superintendent for review.

- 8. Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.
 - (8.1) Item <u>a</u> is to be mailed to and answered by the employers of GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Mean scores by vocational major and overall GJVS means can be used for summarization. The completed data summaries should be provided to the director and superintendent for review. If any vocational major has a mean less than 3, attempts should be made to contact employers to investigate the reasons for the low rating.
 - (8.2) The remaining items assessing this objective will be mailed to and completed by GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data. Mean scores by vocational major and overall GJVS means can be used for summarization. The completed data summaries should be provided to the director and superintendent for review.
- 9. Provide an English program which emphasizes the practical applications of English to daily life and work.
 - (9.1) Item a should be completed by the GJVS director and/or the superintendent by 5 September of each academic year. When the course is rated as being less than relevant a meeting with the course instructor should be held as soon as possible. During this meeting, discussions should take place which identify those aspects of the course that should be changed. Suggestions should also be made concerning methods of improving the course content and organization.
 - (9.2) Item be should be completed by GJVS students at the end of each academic year. Forms should be provided in the English class to assess student reaction to the course. The course instructor will be responsible for summarizing the data. The data summarization will consist of class means on the rating item as well as lists of the five topics most frequently mentioned as being useful, the five topics most frequently mentioned as being least useful, and five topics most frequently suggested for use in future courses. The completed data summaries should be provided to the director and superintendent prior to the end of the academic year. Student evaluation of the program should be used in planning the course content and methods for the following year.



- 10. Provide a social studies program which stresses problem-solving techniques and deals with subject matter relevant to students, their families, and their community.
 - (10.1) Item <u>a</u> should be completed by the GJVS director and/or superintendent by 5 September of each academic year. When the course is rated as being less than relevant a meeting with the course instructor should be held as soon as possible. During this meeting, discussions should take place which identify those aspects of the course that should be changed.
 - (10.2)Item b should be completed by the GJVS students at the end of each academic year. Forms should be provided in the social studies class to assess student reaction to the course. The course instructor will be responsible for summarizing the data. The data summarization will consist of class means on the rating item as well as lists of the five topics most frequently mentioned as being useful, the five topics most frequently mentioned as being least useful, and the five topics most frequently suggested for use in future courses. The completed data summaries should be provided to the director and superintendent prior to the end of the academic year. Student evaluation of the program should be used in planning the course content and methods for the following year.
- 11. Provide counseling for GJVS students in three major areas: occupational, academic, and personal.
 - (11.1) Items <u>a</u> and <u>c</u> are to be completed by the GJVS counselor at the end of each academic year. The counselor should also identify the five problems most frequently mentioned by the students he sees. A meeting should be held with the director and superintendent to discuss these major areas of student concern and what can be done about them.
 - (i1.2) Items <u>b</u> and <u>dl</u> are to be completed by GJVS course instructors at the end of each academic year. This data will then be sent to the GJVS counselor who will be responsible for summarizing the data. He will make a list of the five most frequent types of problems instructors refer to him as well as mean ratings of improvement. During the data summarization, any ratings indicating that the student has become worse should be noted. A meeting between the counselor and instructor should take place to discuss the student in question. Summary data and a list of "problem students" should be provided to the GJVS director and superintendent for review.
 - (11.3) Item <u>d2</u> will be mailed to and completed by GJVS graduates one year after graduation. The data will be

returned to the GJVS counselor who will compute overall GJVS item means. If item means are less than 2, interviews should be conducted to determine why the ratings were low. Summary data should be provided to the director and superintendent.

- 12. Cooperate with the feeder schools to provide those student services for which the home schools will retain responsibility.
 - (12.1) Items <u>a</u>, <u>b</u>, <u>c</u>, and <u>d</u> are to be completed by the GJVS counselor at the end of each academic year. The number of GJVS students participating in extracurricular activities at the feeder school will come from item <u>f</u> to be explained below. Summary data will be provided to the director and superintendent at the end of each academic year.
 - (12.2) Items e and f will be completed by GJVS students at the end of each academic year. Data forms should be provided during some convenient class period-perhaps English. The data should then be sent to the GJVS counselor for summarization. The summary should indicate the number of students participating in extracurricular activities, the types of activities in which they engage, and the mean of their ratings of the opportunity for participation. If the mean is lower than a "satisfactory one," interviews should be conducted to determine the problems and plans made for corrective action. Summary data sheets will be provided to the GJVS director and superintendent.
- 13. Provide a library of self-instructional materials for students enrolled in the various programs offered by the GJVS.
 - (13.1) Items <u>a</u> to <u>e</u> will be completed by the individual assigned responsibility for the self-instructional library. Items should be completed at the end of each academic year.
 - (13.2) Item f will be completed by GJVS course instructor at the end of each academic year. The forms should then be sent to the GJVS counselor for summarization. This will include the mean rating of the usefulness of the facility by all GJVS instructors, a list of five things most frequently mentioned as being liked most, the five things most frequently mentioned as being liked least, and the five most frequent changes requested.
 - (13.3) Item q will be completed by GJVS students utilizing the self-instructional library and should be completed during their last visit to the facility during the academic year. The data forms should then be sent to the GJVS counselor for summarization. This will include frequency counts for each alternative in the



- rating scale as well as lists of the five things most frequently liked best, liked least, or changes requested.
- (13.4) The data summary sheets should be provided to the director, superintendent, and individual responsible for the self-instructional library. A meeting should be held with these three members as well as the GJVS counselor to discuss improvements in the library program.
- 14. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.
 - (14.1) All items assessing this behavior are the responsibility of the T&I supervisor. They should be completed by I June of each academic year. Data summaries should be presented to the director and superintendent for review and discussion.



PLAN FOR FEEDER SCHOOL OBJECTIVES

- 1. Assist in the development of junior high and feeder school programs and curricula designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities prior to selecting an academic or vocational high school plan of study.
 - (1.1) All items assessing this objective are the responsibility of the GJVS counselor. They are to be completed by the end of each academic year. Copies of the data summary sheets should be provided to both the director and superintendent of the GJVS. Appropriate action will then be taken by them.
- 2. Coordinate the placement of all students enrolled at the GJVS and assist any graduating members of feeder schools requesting aid.
 - (2.1) Item <u>a</u> is the responsibility of the GJVS counselor and should be completed by 1 December of each academic year. Any changes in procedures should be reported to the director and superintendent of the GJVS as well as feeder school personnel.
 - (2.2) Item b is to be completed by feeder school counselors. It is suggested that the GJVS counselor call the feeder school personnel responsible for enrolling students in the GJVS early in December of each academic year. The GJVS counselor will then note and correct any errors or misunderstandings or the part of feeder school personnel.
 - (2.3) Items <u>c</u>, <u>d</u>, <u>e</u>, and <u>f</u> are to be completed by the GJVS counselor by 30 September of each academic year and the data summaries provided to the director and superintendent of the GJVS.
 - (2.4) Item g will be completed by the GJVS counselor if the director and superintendent decide the results presented in e and f were not satisfactory. A meeting will be called with all vocational instructors, the superintendent, director, and counselor in attendance. This meeting should discuss possible causes of the placement difficulty and attempt to develop solutions. The GJVS counselor will take notes on the proceedings and provide a summary to the director and superintendent.
- 3. Provide information about the world of work and job opportunities to feeder school counselors.
 - (3.1) Item <u>a</u> will be completed by the GJVS counselor at the end of each academic year, and a summary sheet provided to the director and superintendent.



- 4. Coordinate a uniform testing program.
 - (4.1) All items assessing this objective are the responsibility of the GJVS counselor. Items <u>a</u> and <u>b</u> are to be completed by I December of each academic year. If the answers to either or both of these items is "no" for any feeder school, the GJVS counselor should contact his superintendent. The GJVS superintendent will then contact the appropriate feeder school personnel and request corrective action.
 - (4.2) Items <u>c</u> and <u>d</u> will be completed by the GJVS counselor at the end of each academic year. The data summary will then be provided to his director and superintendent. Any attempts to change feeder school testing programs will be initiated by the GJVS superintendent.
- 5. Provide opportunities for professional growth and development to feeder school counselors.
 - (5.1) Items <u>a</u> and <u>b</u> are to be completed by the GJVS counselor at the end of each academic year. The summary data will be reviewed by the GJVS director and superintendent.
 - (5.2) Item <u>c</u> will be completed by the feeder school counselors during May of each academic year. Items will be mailed to their home schools. This data will be returned to the GJVS counselor who will list the five activities most frequently mentioned. A meeting will then be conducted with the GJVS superintendent to determine the steps necessary to provide certain aspects of the training desired.
- 6. Coordinate the development of a local employers handbook containing the names of firms, types of jobs available, and person to contact for employment.
 - (6.1) All items assessing this behavior are to be completed by the GJVS counselor at the end of each academic year. Completed data summary sheets should be provided to the director and superintendent of the GJVS.
 - (6.2) Item <u>e</u> results will be discussed by the counselor, director, and superintendent of the GJVS and appropriate action taken.
- 7. Provide the curriculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.
 - (7.1) All items composing this objective will be completed by the GJVS counselor by 1 October of each academic year. This summary will reflect the enrollment records of the preceding June. A summary of this data will be provided the GJVS superintendent and director as well as each feeder school superintendent.



- 8. Provide record keeping and transfer functions adequate to meet the requirements of the feeder schools as well as the GJVS.
 - (8.1) Item a will be completed by the GJVS superintendent at the end of each academic year. If the answer to this question is "no," corrective action will be taken where appropriate.
 - (8.2) Item b will be the responsibility of the GJVS counselor and will be completed at the end of each academic year. A summary of this data will be provided to the director and superintendent of the GJVS and corrective action will be taken where necessary.
 - (8.3) item <u>c</u> will be completed by all GJVS instructors and returned to the counselor for summarization. He will list the type of information most often desired and present this to the director and superintender.t. The GJVS superintendent will initiate action to obtain records necessary for the GJVS staff to operate effectively.
 - (8.4) Item <u>d</u> will be completed at the end of each academic year and the results presented to his director and superintendent.
 - (8.5) Item e will be completed by the GJVS counselor by 15 September of each academic year. If the answer to this item is "no," the superintendent of the GJVS should be contacted and an assignment of responsibility made as soon as possible.



- 1. Provide the opportunity and facilities for adults, particularly those caught in the cycle of poverty, to learn new employable skills compatible with their interests, aptitudes, and level of achievement as reflected by adult course selection, test results, and counselor evaluation.
 - (i.i) items <u>a</u>, <u>b</u>, <u>c</u>, and <u>d</u> will be completed by the GJVS counselor by 30 June of each academic year. In item <u>d</u>, the counselor will critically review the adult enrollment procedures and make recommendations to the GJVS director and superintendent. Data summaries for each of these items will be provided to the director and superintendent for review.
 - (1.2) Item <u>e</u> will be completed by each GJVS adult course instructor two months after classes have begun. Evaluation sheets will be provided to the instructors by the GJVS counselor. The completed forms will be returned to him. He will summarize the data by indicating the total number of adults instructors feel were incorrectly placed and the five most frequent reasons they cite for believing this. The counselor should meet with each instructor making a complaint and discuss the problem in more detail. When necessary, the GJVS director and superintendent will be contacted.
 - (1.3) Item f will be completed by employers and/or supervisors of adult GJVS graduates. These questionnaires will be mailed out one year after graduation. Questionnaires will be mailed at a time which is administratively convenient for the GJVS staff. Forms will be returned to the GJVS counselor who will have responsibility for computing mean scores for each item for each vocational major as well as overall GJVS mean scores.
 - (1.4) Item g will be completed by adults at the end of their second month in class. The assessment forms will be provided in class and completed there. The data forms will then be provided to the GJVS counselor who will be responsible for summarizing the data and listing the five most frequent reasons why adults think they could not take the they wanted. In addition, a list of the five courses most frequently mentioned when adults were asked to identify the course they wanted to take that was not offered will be provided. This data will be reviewed by the director and superintendent and will be given consideration when the school offers additional courses.
- 2. Provide broad, highly relevant job trainign which reflects actual industrial performance of occupational tasks and duties. The curriculum will reflect advice from both industry and labor.
 - (2.1) Item a should be completed by the T&I supervisor and/or the director of the GJVS. It should be completed prior to the beginning of the adult course. When course outlines are not approved, conferences between the instructor



and his supervisor should take place as soon as possible to correct deficiencies.

- (2.2) Item <u>b</u> should be completed by all advisory committee members and can be sent by mail to their homes. These items should be mailed while the course is still in session. The GJVS counselor will have the responsibility for summarizing the data returned by then. Mean scores should be obtained for each course using an advisory committee. When mean scores are two or less, advisory members should be interviewed to determine why they feel the course is only "fair" and what steps are necessary to improve the course.
- (2.3) Item <u>c</u> should be completed by each GJVS adult vocational instructor. These records should be presented to the director of the GJVS for review at the end of each course.
- (2.4) Item d is the responsibility of the T&I supervisor and should be completed at the end of each academic year.
- (2.5) Item e should be mailed to and completed by GJVS adult graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by each vocational major and overall GJVS counts can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.
- (2.6) Item f will be mailed to and completed by employers of GJVS adult graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by employers. Mean scores by vocational major and overall GJVS means can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.
- 3. Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible after completion of course work. This job should provide a level of remuneration at least equal to minimum wage levels.
 - (3.1) Item a will be mailed to and completed by adult GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by vocational major and overall GJVS counts can be used for summarization. A meeting with the director and superintendent should be held to discuss the implications of these results.
 - (3.2) Items <u>b</u> and <u>c</u> will be completed by GJVS adult vocational instructor two months after completion of course. Instructors will call graduates to determine the starting salary or hourly wage of their graduates as well as the



type of job they accepted. Course instructors will then place the data for all students in their class on a sheet of paper and send it to the GJVS counselor for summarization. The counselor will be responsible for computing the average starting salary or hourly wage for each vocational major as well as an overall GJVS adult average. In addition, frequency counts by vocational major and overall GJVS will be used for summarizing instructor ratings of the relatedness of graduates' jobs to their training and achievement.

- 4. Provide the opportunity for adults to learn the skills necessary for upgrading and promotion.
 - (4.1) Item <u>a</u> will be completed by the GJVS counselor at the end of each academic year.
 - (4.2) Item <u>b</u> will be completed by the T&I supervisor and/or the director of the GJVS. It should be completed prior to the beginning of the adult course. When course outlines are not approved, conferences between the instructor and his supervisor should take place as soon as possible to correct deficiencies.
 - (4.3) Item <u>c</u> should be completed by each GJVS adult vocational instructor. These records should be presented to the director of the GJVS for review at the end of each course.
 - (4.4) Item d is the responsibility of the T&I supervisor and should be completed at the end of each academic year.
 - (4.5) Item e should be completed by all advisory committee members and can be sent by mail to their homes. These items should be mailed while the course is still in session. The GJVS counselor will have the responsibility for summarizing the data returned by them. Mean scores should be obtained for each course using an advisory committee. When mean scores are two or less, advisory members should be interviewed to determine why they feel the course is only "fair" and what steps are necessary to improve the course.
 - (4.6) Item <u>f</u> will be completed by GJVS adult vocational instructors six months after completion of the course by adults. Instructors will call graduates to determine if they have had a salary increase and/or promotion since completing their course at the GJVS. Instructors will then place the data for all students on a sheet of paper and send it to the GJVS counselor for summarization. Frequency counts and mean increases will be computed by vocational major as well as overall GJVS upgrading courses. A summary of these results will be presented to the director and superintendent of the GJVS for comment and review.



- (4.7) Item g will be completed by the employers of the adult upgrading program graduates. The questionnaire will be mailed one month after the above phone calls have been completed. The data will be returned to the GJVS counselor for summarization. He will be responsible for determining frequency counts by vocational major and overall upgrading programs.
- 5. Provide the opportunity for adults to learn the skills useful in various leisure time activities.
 - (5.1) Item <u>a</u> will be completed by the GJVS counselor at the end of each academic year and the summary provided to the director and superintendent for review.
 - (5.2) Items <u>b</u> and <u>c</u> will be completed by adults completing leisure time courses at the GJVS. Questionnaires will be mailed to their homes one year after completing the course. The results will be provided to the GJVS counselor for summarization. Item means will be computed. In addition, the five most frequent courses mentioned as being the ones adults would like to see taught will be provided. The information gathered here will be used when further decisions need to be made concerning what courses are to be taught in the future.
- 6. Provide a library of self-instructional materials for adults enrolled in the various vocational programs offered by the GJVS.
 - (6.1) Items <u>a</u> to <u>e</u> will be completed by the individual assigned responsibility for the self-instructional library. Items should be completed at the end of each academic year.
 - (6.2) Item f will be completed by the GJVS adult course instructors at the end of each academic year. The forms should then be sent to the GJVS counselor for summarization. This will include the rating of the usefulness of the facility by all adult instructors, a list of the five things most frequently mentioned as being liked most, the five things most frequently mentioned as being liked least and the five most frequent changes requested.
 - (6.3) Item g will be completed by the GJVS adult students utilizing the self-instructional library and should be completed during their last visit to the facility during the academic year. The data forms should be sent to the GJYO counselor for summarization. This will include frequency counts for each alternative in the rating scale as well as lists of the five things most frequently liked best, liked least, or changes requested.

- (6.4) The data summary sheets should be provided to the director, superintendent, and individual responsible for the self-instructional library. A meeting will be held with these three members as well as the GJVS counselor to discuss improvements in the library program.
- 7. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.
 - (7.1) All items assessing this behavior are the responsibility of the T&I supervisor. They should be completed by I June of each academic year. Data summaries should be presented to the director and superintendent for review and discussion.

PLAN FOR EMPLOYER OBJECTIVES

- 1. Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.
 - (1.1) Items <u>a</u>, <u>b</u>, and <u>c</u> are to be completed by the GJVS counselor at the end of each academic year. If the answer to <u>b</u> is "no," steps should be taken to develop a routing procedure which provides employment information to the relevant GJVS personnel. The data summary will then be provided to the director and superintendent for review and comments.
 - (1.2) Item d will be mailed to and completed by the employers of GJVS graduates, both students and adults, one year after their graduation. The GJVS counselor will be responsible for summarizing the data returned by employers. Mean scores by vocational major, type of program, and overall GJVS means can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.
- 2. Provide an employment service with a "known quality product" to local employers.
 - (2.1) Items <u>a</u>, <u>b</u>, and <u>c</u> will be the responsibility of the GJVS counselor and should be completed by the end of each academic year. A summary of this data should be provided to the director and superintendent for review and comment. A meeting including the T&I supervisor, counselor, director, and superintendent should be held at the end of each academic year to plan school-employer interaction for the coming year.
- 3. Provide facilities for employers to retrain and/or update their employees.
 - (3.1) All items assessing this behavior are the responsibility of the GJVS counselor and are to be completed at the end of each academic year. The data summary will then be provided to the director and superintendent for review and comment. A meeting including the T&I supervisor, counselor, and superintendent should be held at the end of each academic year to formulate GJVS plans for the coming year.



PLAN FOR GJVS STAFF OBJECTIVES

- 1. Provide a working context attractive to superior teachers and administrators.
 - (1.1) Items <u>a</u> and <u>b</u> will be completed by all GJVS professional personnel at the end of each academic year. Data forms will be sent to the GJVS director for summarization. He will identify the five topics most frequently mentioned as detracting from staff job performance as well as the five points most frequently mentioned as being capable of improving job performance. A meeting will then be held between the director and superintendent to discuss the implications of these results.
- 2. Provide a continuing program of staff self-development and improvement.
 - (2.1) Items <u>a</u> and <u>b</u> are to be completed at the end of each academic year by the GJVS director. The data summary should be reviewed by the superintendent and appropriate action taken.
 - (2.2) Item c is to be completed by all GJVS instructors at the end of each academic year and the data sent to the director for summarization. This will include a list of the five topics most frequently mentioned by instructors as being topics they would like to discuss with their supervisor; the areas in which they feel their supervisor has been most helpful; and the areas in which they feel they need the most aid in order to develop professionally. Summary data will be provided to the GJVS superintendent. The director and superintendent will discuss the implications of these data and plan appropriate action.



PLAN FOR COMMUNITY OBJECTIVES

- 1. Maintain contact with schools, agencies, and private groups making a concerted attack on the problems of school, family, and community that incorporate or reflect the objectives of the GJVS.
 - (1.1) All items assessing this objective are the responsibility of the GJVS counselor and are to be completed at the end of each academic year. A summary of this data will be provided to the director and superintendent for review. A meeting will be held at the end of each academic year to discuss plans for the coming year.
- 2. Provide a technical library open to all residents of Greene County.
 - (2.1) Item a will be completed at the end of each academic year by the staff member assigned responsibility for the operation of the technical library. A summary of this data will be provided to the director and superintendent of the GJVS for review and comment.
 - Item b will be completed by users of the technical (2.2)library. By 1 May of each academic year, forms for user comments should be available somewhere in the library where they are likely to be seen and completed. Items should be provided to the librarian who will return them to the GJVS counselor for summarization. The summary will indicate the five things users liked best about the library, the five things liked least, and the five things most often mentioned that would improve library services. These data will be reviewed by the director and superintendent. A meeting at the end of each academic year including the director, superintendent, and individual in charge of the library will be weld to discuss these results and possible changes in the operations of the library.
- 3. Provide meeting rooms for educational and civic organizations.
 - (3.1) Item <u>a</u> will be completed at the end of each academic year by the GJVS counselor and a summary provided the director and superintendent.
 - (3.2) Item <u>b</u> will be completed by the users of these meeting rooms several days after the room has been utilized. The GJVS counselor will be responsible for seeing that the user making arrangements for the room is contacted by phone and comments on the service and facilities. If these comments require immediate action, the counselor will inform the GJVS director of the problem



and appropriate action will be taken. The data from these phone assessments will be summarized at the end of each academic year by the GJVS counselor. The summary will include a list of the five most frequently made suggestions for improving this service. This data will be provided to the director and superintendent of the GJVS and appropriate action taken.

- 4. Provide information about the GJVS to school students, parents, adults in need of vocational education, employers, and civic and social organizations.
 - (4.1) The item assessing this behavior will be completed by the GJVS counselor at the end of each academic year and the results provided to the director and superintendent of the GJVS. They will review the data and take appropriate action.
- 5. Provide a centralized county vocational facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.
 - (5.1) Items <u>a</u>, <u>b</u>, and <u>c</u> will be the 'esponsibility of the GJVS counselor and will be completed by 1 October 1967. This data will form a base line for purposes of comparison. It will allow for a comparison of GJVS vocational course offerings to those available at the feeder schools during the academic year immediately preceding the opening of the GJVS. Summary data will be provided to the GJVS director and superintendent.
 - (5.2) Items <u>d</u> and <u>e</u> will be completed by the GJVS counselor by 1 June of each academic year. Summary data will be provided to the director and superintendent of the GJVS.
 - (5.3) Item <u>f</u> will be completed by the GJVS superintendent and the superintendent of each feeder school at the end of each academic year. The data will then be sent to the GJVS superintendent for summarization.
- 6. Create and maintain a favorable image of the GJVS and its services.
 - (6.1) This item will be mailed to members of civic and community groups, employers, parents of GJVS students, feeder school personnel at the end of the second year of GJVS operation. Thereafter this assessment will be conducted once during each academic year. These data will then be provided to the GJVS counselor for summarization. Means will be computed for each item. If an item has a mean lower than 3 ("fair"), interviews should be conducted to determine the cause and appropriate action taken. Data summary sheets should be provided to the GJVS director and superintendent for review. When mean ratings below 3 occur, the director and superintendent will be responsible for initiating appropriate action.



EVALUATION ITEMS



EVALUATION ITEMS

This section contains the items to be used in evaluating the attainment of the objectives specified by the GJVS. Items will be grouped by type of respondent. For example, all items to be completed by GJVS graduates will be found in the same section. In addition, the objective(s) each item is assessing will appear along the left margin.

This code, ex. (A6), refers back to the objectives found on pages 3-5. All student objectives are coded A, feeder school objectives B, adult objectives C, employer objectives D, GJVS staff objectives E, and community objectives F. The arabic numerals refer to the number of the objective under each of the six main objective headings.



TO BE COMPLETED BY GJVS STUDENTS:

A4,C1)	a.	Student Evaluation of Placement.
		(1) Did the GJVS offer the vocational course you really wanted to take?
•		YES. If yes, did you get to take it?
•		(1.1) Yes, I took the course I wanted. (1.2) No, I could not take the course I wanted
		because
		
		List of Five Most Frequent Reasons Provided in 1.2
		
		NO. If no, what course did you want to take that was not offered?
		List of Five Most Frequently Mentioned Courses
		



(A9)	a.	Ratings by Students of Course Relevance to their Needs
		(1) Check the statement which best expresses your feeling about the usefulness of this course to your daily lift and future working life.
		(1.1) Useless
		(1.2) Somewhat useful
		(1.3) Useful
		(1.4) Very useful
٠		(2) List the topics covered in class which you think will be most useful to you in your daily life.
		(3) List the topics covered in class which you think will be least useful to you in your daily life.
		(4) List the topics not covered in class that you would like to see included in future courses.
		

A10)	à.	Ratings by students of relevance of course to their p ceived needs.
		(1) Check the statement which best expresses your feeling about the usefulness of the course for understanding and dealing with problems faced by you, your family, and community.
		(1.1) Useless (1.2) Somewhat useful (1.3) Useful
		(1.4) Very useful
		(2) List the topics covered in class which you think will be most helpful to you.
		(3) List the topics covered in class which you think will be <u>least</u> useful to you.
		(4) List the topics not covered in class that you would like to see included in future courses.



- (A12) a. Student participation in any extracurricular activities at feeder school.
 - (1) Do you participate in any extracurricular activities at your home school?

NO ·	YES. If yes, please list the activities in which you participate.

- (A13,C6) a. Student ratings of the usefulness of the facility to them.
 - (1) Check the number that best expresses your feeling about the self-instructional library.
 - (1.1) It was useless to me.
 - (1.2) It helped very little.
 - (1.3) It was helpful.
 - (1.4) It was very helpful.

(A13,C6)	a.	(con	ntinued)
		(2)	Indicate in a paragraph or less what you liked best about the self-instructional library.
		(3)	Indicate in a paragraph or less what you liked <u>least</u> about the self-instructional library.
		٠	Five Dislikes Most Frequently Mentioned
		(4)	Indicate in a paragraph the single change you feel would most improve the usefulness of the self-instructional library for you.
•			Five Changes Most Frequently Mentioned

TO BE COMPLETED BY GJVS GRADUATES:

(A5,C2) a.	Gradua	te evaluation of relevance of	training						
	(1) Was	s your first full-time job in the trade or field fo	rst full-time job in the trade or field for which you were trained in high school?						
	<u> </u>	s: Indicate how well your vocational course prepared you for your first full-time job. [] 1. Exceptionally well-prepared; training covered all essentials required by first job [] 2. Well-prepared on the whole; but there were some important gaps in training: [] 3. Poorly prepared; much that I needed to know was not covered in vacational course							
	<u>If N</u>	lo: Mark reason balaw.							
		 1. No (ab available in orea of training 2. Learned new job by continuing school 3. Learned new job in military service 	4. Decided I liked other work better 5. Not occepted as apprentice in trade 6. Other (specify)						
	(2)								
	_ /								
ow did the: (1) ompure with those ne right. Otherwi	tools and e	quipment, (2) work methods, and (3) work mour vocational shop courses? If a sub-item is	noterials used on your first full-time job is not opplicable, mark the box NA to						
ompare with those	tools and e used in ye se, mark ye	our vacational shop courses? If a sub-item i our answer.	noterials used on your <u>first full-time</u> job is not opplicable, mark the box NA to WORK MATERIALS NA						
ompare with those ne right. Otherwi	tools and e used in yo se, mark yo T NA nast so rence	our vacational shop courses? If a sub-item i our answer.	WORK MATERIALS NA NA 10 11. Identical or almost so 12. Little real difference						
ompare with those ne right. Otherwi OOLS & EQUIPMEN'] 1. Identical or alm] 2. Little real diffe	tools and e used in yo se, mark yo T NA nast so rence rent	our vacational shop courses? If a sub-item is pur answer. WORK METHODS N 1. Identical or almost to the cold difference is not to the cold difference in the cold difference is not the cold difference in the cold difference in the cold difference is not the cold difference in the cold difference is not the cold difference in the cold difference is not the cold difference in the cold difference is not the cold difference in the cold difference in the cold difference in the cold difference is not the cold difference in the cold difference is not the cold difference in the cold difference is not the cold difference in the cold difference is not the cold difference in t	WORK MATERIALS NA						



(A5,C2) a. (continued)

(3)

For each of the skill areas listed halow, answer the four questions at the right. Indicate your answers by marking appropriate bases.		vrimpe his sk progras	ill for	,		ll was	h of t leven schoo	rd		e mos		u lave ut this		A Dayou feet the
		Slightly Nature	Considerably w	Of Critical Language	Almost	Some, But No. Much	Large GAMOUNT	Almost A	High School Coop Program	High School No Shop or Class	Apprentice was Program	On Regular Landon	Elsewhere G	need for mare Instruction or training in this arma? (Mark either Yes or to)
I MANUAL JOB SKILLS. Refers to skill of using or operating tools, equipment, motorials, machines, etc., in your work.	נו	<u>(;;</u>	(נבו	C)			נם		[[]		CEN	(1)	11. Yes 12. No
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday finawledge of work processos, methods, procedures, etc.					c				(2)	(2)		(_)	(T)	[]] 1. Yes []] 2. No
3 BTHEORETICAL KNOWLEDGE. Refers to knowledge of baric principles and concepts underlying the practical trade work.	m		Ċ		<u>(,)</u>		(;;)	<u></u>		[]		(I)	:71	[] 1. Yes [] 2. No
4 MATHEMATICAL SKILLS. Refers to obility to use erithmetic or higher mothemotics to solve work problems.		С					<u></u>		C_1	<u>(1)</u>	(.:)	(1)	(_)	1. Yes 1_12. No
5 COMMUNICATION SKILLS. Refers to skill of speaking, writing, drafting, sketching, etc., to communicate ideas.		(1)					<u></u>	C)	C:3	(2)	(_;	[].	:.: <u>]</u>	1. Yes 2. No
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	۲.)	(2)			(C)		C.)	C .)	(:-)	[.7]		(7.)		1. Yes
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of reuting paper work.	(C)	(_)				· 🗀			<u></u>		()	(1)	::)] 1. Yes . ; 2. No
8 PERSONAL RELATIONS SKILLS. Refers to skill of dealing with people, such as customers, co-workers, other trades, etc.	(;)	ı	<u>[]</u>		ιΞ				CI 3	<u>(_)</u>	(I)	(7)	m	
9 SUPERVISORY SKILLS. Refers to skill at super- vising others, e.g., instructing, directing, evaluating, planning, organizing, etc-	(T)	ΓŢ) 	. (1.)				נכז	ij	C)	(I.)	נו	rī.i		1. Yns 2. No
10 OTHER SKILLS. Add what you feel applies to your job and is not covered by the above.							•							
					נם				כב	m	י ד	[]	:	i _ 1. Yes 2. No

(m7)	a.	GJVS Graduate Evaluation	
		(1) How long after leaving high school did it take you to get your first full-time job? months	
		(2) How did you get your first full-time job after leaving high school? Mark all that apply.	
		(2.1) By answering a want ad. (2.4) Help of school teacher	•
		(2.2) Private employment agency.(2.5) Help of school director	r.
		(2.3) State employment agency. (2.6) Help of friend or rela	tive
		(2.7) If other than above, please explain.	_
		(3) Was your first full-time job in the trade or field for which you were trained in high school?	
		YES. If yes, indicate how well your vocational course prepared you for your first <u>full-time</u> job.	
		(3.1) Exceptionally well prepared; training covered all essentials required by first job.	
		(3.2) Well prepared on the whole; however there were some important gaps in training.	
		(3.3) Poorly prepared; much that I needed to know was not covered in vocational course.	
		NO. If no, mark reason below.	
		(3.4) No job available in area of training.	
		(3.5) Learned new job by continuing school.	
		(3.6) Learned new job in military service.	
		(3.7) Decided liked other work better.	
		(3.8) Not accepted as apprentice in trade.	
		(3.9) Other (Please specify):	
		(4) Her interested were you in your first full-time job? Check the one that best applies.	
		(4.1) Not interested at all, but I needed a job.	
		(4.2) Some interest.	•
		(4.3) Good deal of interest.	

- (A8) a. Graduate evaluation of GJVS preparation for the following aspects of work.
 - (1) Please check the box indicating how much of the skills below was learned at the GJVS.

		Almost Nothing	Some, but Not Much	Large Amount	Almost All
(a)	Communication Skills. Refers to skill at speaking, writing, sketching, etc., to communicate ideas.		2	3	<i>1</i> ,
(b)	Personal Relations Skills. Refers to skills dealing with people such as cus- tomers, co-workers, tradesmen, etc.	<u>-</u>	2	3	4
(c)	Attitude Toward Work. Refers to such be- havior as absentee- ism, rule violation, concern for quality work, cooperation,	-	2	3	"

etc.

(A8) b. Graduate Post-High School Education

Mork Here	Type of Education	Mojor Subject er Ceurse(s)		Dotes Attended (Give Month & Year)		Avg. Hrs. Per Wk. in School	Leave Blank	
[_] o	Two-year or junior callege		Fr:	To:				
["] 1	Four-yenr college/university .		Fr:	To:				
1 2	Post-callege graduate school		Fr:	To:				
1 3	Private trade/technical school		Fr:	To:				
114	Public trade/technical school		Fr:	Το:				
1 5	Business-commercial school		Fr:	To:				
. 6	Adult continuation school		Fr:	To:		•		
[]] 7	Military specialist school		Fr: ·	To: -				
. 8	Company course or school	•	Fr:	To:				
: 9	Correspondence courses	*	Fr:	To:		• • • • • • • • • • • • • • • • • • • •		
1 10	Other (specify)		Fr:	T o:				

(A8) c. Graduate Topics of Social Discussion

How frequently do you talk about the following topics when you get together socially with others?

	•	ALMOST NEVER	INFREQUENTLY	FREQUENTLY	ALMOST ALWAYS
		1	2	3	4
١.	Your work	([]	[]	
2.	Religion	[_]	[]}	🗀	
3.	Palitics	[]		[]	
4.	Business conditions	ſ <u>.</u> }	[_]	[]	
5.	World offairs	[]	[]		
6.	Notional affairs	[_]			
_	State offgirs	[_]		[]	
8.	Community problems	[]			
_	Your hobbies				
10.	Sports and othletics				
	Music, ott, literature, etc	<u> </u>	<u> </u>		
	Government motters		🗖		
	Labor union matters	_	Fi		🗂
	Your family				
	Other (specify)				

- (1) How important was the GJVS in developing interest in these topics?
 - (1.1) No importance.
 - (1.2) Some, but not much.
 - (1.3) Great deal of importance.



(A8) d. Graduate Types of Leisure Time Activities

	ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	ALMOST DAILY 4
1. Reading newspapers	Ġ	·····	ر ا -	<u></u>
2. Engaging in craft habbies (model building, jewelry making, etc.)			 1	
3. Reading professional or trade books and periodicals				🗖
4. Attending athletic events as a spectator				
5. Attending plays, concerts, ballets, etc.		······ 🖵 ······		🗀
6. Wetching television programs				······ 📙
7. Gordening (roising flowers, fruit trees, vegetables, etc.)		=		
9. Working at home shap activities (woodwarking, metalworking, etc.)			=	
10. Attending educational courses for self-improvement				
11. Engaging in team sports (softball, lootball, etc.)			🗖	
12. Engaging in performing orts (acting, singing, instruments, etc.)				🗀
13. Visiting or entertaining friends				
14. Reading non-fiction books (biography, history, trovel, etc.)		·····		🗀
15. Cellecting stamps, coins, rocks, or other items				Щ
l6. Attending educational lactures and discussion groups			H	<u></u>
18. Listening to music of home for pleasure				
19. Going to the movies	[
20. Other (please write in)			=	
(1) How important was the GJVS in din these activities? (1.1) No importance. (1.2) Some importance.	levelopi	ng an interest		
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various	ice.			·
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark to	types o	f clubs, organ	izations, or membership status ACTIVE P	in each PRESENTLY IN OFFICER
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club.	types o	f clubs, organ	ACTIVE PMEMBER A	PRESENTLY AN OFFICER
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club.	types o	f clubs, organ	ACTIVE PMEMBER A	PRESENTLY AN OFFICER 4
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark toppe of organization, association, or club. 1. A church or a religious organization 2. Political organization	types o	f clubs, organ	ACTIVE PMEMBER A	PRESENTLY AN OFFICER 4
in these activities? (1.1) No importance, (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club. 1. A church or a religious organization 2. Political organization (Ratary, Lions, Kiwanis, etc.)	types o	f clubs, organ	ACTIVE PAEMBER A	PRESENTLY AN OFFICER 4
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club. 1. A church or a religious arganization 2. Political arganization (Rotary, Lians, Kiwanis, etc.) 4. Sports club or athletic arganization	types o	f clubs, organ	ACTIVE PMEMBER A	PRESENTLY AN OFFICER 4
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of important (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club. 1. A church or a religious organization 2. Palitical organization 3. Service organization (Rotory, Lians, Kiwanis, etc.) 4. Sports club or athletic organization 5. Labor union	types o	f clubs, organ	ACTIVE PAEMBER A	PRESENTLY AN OFFICER 4
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of importance. (1.3) Great deal of importance. (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club. 1. A church or a religious arganization 2. Political organization (Ratory, Lions, Kiwanis, etc.) 4. Sports club or athletic arganization 5. Lober union 6. Fraternal arganization (Elks, Masans, K. of C., etc.) 7. Veterons' organization	types o	f clubs, organ	ACTIVE PAEMBER A	PRESENTLY AN OFFICER 4
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of importance. (1.3) Great deal of importance. (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club. 1. A church or a religious organization 2. Palitical organization (Ratary, Lians, Kiwanis, etc.) 4. Sports club or athletic organization 5. Lobar union 6. Froternal organization (Elks, Masans, K. of C., etc.) 7. Veterons' organization 8. Business or trade association	types o	f clubs, organ	ACTIVE PAREMBER A	PRESENTLY AN OFFICER
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of importance. (1.3) Great deal of importance. (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club. 1. A church or a religious arganization 2. Political organization (Ratory, Lions, Kiwanis, etc.) 4. Sports club or athletic arganization 5. Lober union 6. Fraternal arganization (Elks, Masans, K. of C., etc.) 7. Veterons' organization	types o	f clubs, organ	ACTIVE PAEMBER A	PRESENTLY IN OFFICER III III III III III III III III III II
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of importance. (1.3) Great deal of importance. (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark to type of organization, association, or club. 1. A church or a religious organization 2. Political organization (Ratary, Lians, Kiwanis, etc.) 4. Sports club or athletic organization 5. Labor union 6. Froternal organization (Elks, Masans, K. of C., etc.) 7. Veterons' organization 8. Business or trade association 9. Music or other cultural association 10. Lacal civic association	types o	f clubs, organ	ACTIVE PAEMBER A	PRESENTLY NO OFFICER
in these activities? (1.1) No importance. (1.2) Some importance. (1.3) Great deal of importance. (1.3) Great deal of importance. (A8) e. Graduate membership in various and associations. Below is a list of different type organizations and associations. Mark type of organization, association, or club. 1. A church or a religious organization 2. Palitical organization (Ratary, Lians, Kiwanis, etc.) 4. Sports club or athletic organization 5. Lobor union 6. Froternal organization (Elks, Masans, K. of C., etc.) 7. Veterons' organization 8. Business or trade association 9. Music or other cultural association	types o	f clubs, organ	ACTIVE PAREMBER A	PRESENTLY NO OFFICER



(A11)	a.	Please give your frank opinion about the following items concerning your GJVS education.										
				<u>Poor</u>	<u>Satisfactory</u>	Good	Excellent					
		(1)	Counseling given to students		***********		-					
		(2)	Teacher interest in student prob- lems									
		(2)		***************************************	***************************************		•					
		(3)	Counselor inter- est in student problems									
(A	12)		duate evaluation of o	pportuni	ty for extracurr	icular						
				Po	or Satisfactory	Good	Excellent					
		tic act	ortunity for particip on in extracurricular civities at your home cool.	a-								

TO BE COMPLETED BY ADULT GRADUATES:

(C3)	a. Adult evaluation
•	(1) How long after completing your GJVS training did it take you to get your first full-time job? months
•	(2) How did you get your first full-time job after completing your GJVS training? Mark all that apply.
	(2.1) By answering a want-ad. (2.6) Help of school director. (2.2) Private employment agency. (2.7) Help of friend or relative. (2.3) State employment agency. (2.8) Other than above; please explain. (2.5) Help of school counselor.
	(3) Was your first full-time job since completing your GJVS courses related to the trade or field in which you were trained? Yes No
	If yes, indicate how well your vocational course prepared you for your first full-time job.
	(3.1) Exceptionally well prepared; training covered all the important requirements of the job.
	(3.2) Well prepared on the whole; but there were some important gaps in training.
	(3.3) Poorly prepared; much that I needed to know was not covered in the GJVS course.
	If no, mark reason below.
	(3.4) No job available in area of training.
	(3.5) Learned new job by continuing school.
	(3.6) Learned new job in military service.
	(3.7) Decided I liked other work better.
	(3.8) Not accepted as apprentice in trade.
	(3.9) Other (specify):



(C3)	Э.	(continued))				
		(4) How in job?	nterested were you Check the stateme	in your fi ent that bes	irst full-time st applies.		
		(4.1)\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	ot interested at a	ill, but I r	needed a job.		
			ome interest.				
			ood deal of intere	est.			
		(4.3)					
(C4)	a.	Graduate fo	ollowup (6 months)			•	
		(1) Have y	you had a salary i course to update y	ncrease sir our skill?	nce taking the	No	
		If yes	s, how much of an	increase pe	er month?		
		(2) Have y	you had a promotio e to update your s	on since tal skill?	king the GJVS Yes	No	
				. •	•		
(C5)	a.	Follow-up	of leisure time co	ourse parti	cipants.		
(C5)	a.					•	
(C5)	a.	(1) Pleas	se indicate the le	isure time		'e	
(C5)	a.	(1) Pleas		isure time		·e	
(C5)	a.	(1) Pleas enrol	se indicate the le	isure time		·e	
		(1) Pleas enrol	se indicate the le lled in at the GJV:	isure time S.		·e	
		(1) Pleas enrol	se indicate the le	isure time S. o activities? ALMOST		FREQUENTLY	
		(1) Pleas enrol	se indicate the le lled in at the GJV:	isure time S. o activities?	course you wer		ALMOST BAILY 4
low frequen	ıly do y	(1) Pleas enrol (2) ou engogo in the fo	se indicate the le lied in at the GJV: following types of loisuru-tim	isure time S. o activities? ALMOST NEVER 1	course you wer	FREQUENTLY 3	
low frequen	ily do y	(1) Pleas enrol (2) tu engogo in the fe	se indicate the le lied in at the GJV: following types of leisuru-tim	sure time s. continios? ALMOST NEVER 1	INFREQUENTLY	FREQUENTLY 3	
low frequen 1. Reading (2. Engaging	tly do yo	(1) Pleas enrol (2) by engage in the formation of trade books	ding, jewelry moking, etc.)	isure time S. o activitios? ALMOST NEVER 1	INFREQUENTLY	FREQUENTLY 3	
1. Reading 2. Engaging 3. Reading 4. American	newspape in craft prafessio	(1) Pleas enrol (2) by engage in the fermion of trade books of the bo	ding, jewelry moking, etc.)	isure time S. o activitios? ALMOST NEVER 1	INFREQUENTLY	FREQUENTLY 3	
Iow frequents 1. Reading 1. Engaging 1. Reading 1. Attending 1. Atten	newspape in craft prafessio o othletic	(1) Pleas enrol (2) by engage in the formation of trade books of events as a spectal encerts, ballets, etc.	ding, jewelry making, etc.)	sure time s. contivitios? ALMOST NEVER 1	INFREQUENTLY	FREQUENTLY 3	
1. Reading 2. Engaging 3. Reading 4. Attending 5. Attending	newspape in craft professio g othletic g plays, e	(1) Pleas enrol (2) by engage in the formation of trade books of events as a special ancerts, bollers, etc.	ding, jewelry moking, etc.)	sure time s. contivitios? ALMOST NEVER 1	INFREQUENTLY	FREQUENTLY 3	
1. Reoding 2. Engaging 3. Reoding 4. Attending 5. Attending 7. Gardening 7. Gardening 9. The street of the street	newspope in croft professio pothletic ploys, c television	(1) Pleas enrol (2) The engage in the formation of the f	ding, jewelry moking, etc.)	isure time S. o octivitios? ALMOST NEVER 1	INFREQUENTLY	FREQUENTLY 3	
1. Reading (2. Engaging 3. Reading 4. Attending 6. Watching 7. Gardenin 8. Reading 9. Watting 9.	newspape in craft prafessio gothletic gloys, television general m	(1) Pleas enrol (2) The engage in the form of the form of the engage in the	ding, jewelry moking, etc.)	isure time S. o octivitios? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	
1. Reading 9 2. Engaging 3. Reading 4. Attending 5. Attending 7. Gardenin 8. Reading 9. Working 9.	newspape in craft prafessio gothletic g plays, television g (raising general m	(1) Pleas enrol (2) The engage in the fermion of	ding, jewelry moking, etc.) ond periodicals control co	isure time S. o octivitios? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	
1. Reading (2. Engaging 3. Reading 4. Attending 6. Watching 7. Gardenin 8. Reading 9. Warking 10. Attending 11. Engaging 11.	newspape in craft prafessio gothletic g ploys, a televisio g (roising general m of home s g educati	(1) Pleas enrol (2) The engage in the feature of	ding, jewelry moking, etc.) ding, jewelry moking, etc.) ond periodicals color, vegetablos, etc.) dwarking, metalwarking, etc.) lf-improvement	isure time S. o octivitios? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	
1. Reading of 2. Engaging 3. Reading 4. Attending 6. Watching 7. Gardenin 8. Reading 9. Warking 10. Attending 11. Engaging 12. Engaging 12.	newspape in craft prafessia gothletic g (raising general m at home s g educati g in team	(1) Pleas enrol (2) The engage in the feature of	ding, jewelry moking, etc.) ding, jewelry moking, etc.) ond periodicals over the control of t	isure time S. o octivitios? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	
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1. Reading 9 2. Engaging 3. Reading 4. Attending 6. Watching 7. Gardenin 8. Reading 10. Attending 11. Engaging 12. Engaging 13. Visiting 14. Reading 15. Cellectin 16. Attendin	newspape in craft profession othletic g plays, e television g (raising general month of home s g educati g in team or entertand non-fiction g stamps g educati	(1) Pleas enrol (2) The engage in the form of the fo	ding, jewelry making, etc.) John Marting (1908) J	sure time s. coctivitios? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY	
1. Reading (2. Engaging 3. Reading 4. Attending 6. Watching 7. Gardenin 8. Reading 10. Attending 12. Engaging 13. Visiting 14. Reading 15. Cellectir 16. Attendin 17. Engaging 18. Licendin	newspape in craft profession othletic ploys, a television general monthomes geducati in team or enterta non-fiction g stamps g educati	(1) Pleas enrol (2) The engage in the form of the fo	ding, jewelry making, etc.) ond periodicals ond periodicals ond periodicals order ond periodicals order ond periodicals order ond periodicals order order order order order orball, etc.) clinging, instruments, etc.) orther items iscussion groups oring, hunting, fishing, etc.) ore	s. c octivities? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY	
1. Reading 2. Engaging 3. Reading 4. Attending 5. Attending 7. Gerdenin 8. Reading 10. Attending 12. Engaging 13. Visiting 14. Reading 15. Cellectin 16. Attendin 17. Engaging 18. Listenin 19. Going to	newspape in craft prafession gothletic gloys, televising general month or team gin team gin perfo or entertr non-fiction g stamps g educati g in indiv g to musi the movi	(1) Pleas enrol (2) The engage in the form of the engage in th	ding, jewelry making, etc.) John Marting (1908) J	s. c octivities? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY	
1. Reading (2. Engaging 3. Reading 4. Attending 6. Watching 7. Gardenin 8. Reading 10. Attending 12. Engaging 13. Visiting 14. Reading 15. Cellectir 16. Attendin 17. Engaging 18. Licendin	newspape in craft prafession gothletic gloys, televising general month or team gin team gin perfo or entertr non-fiction g stamps g educati g in indiv g to musi the movi	(1) Pleas enrol (2) The engage in the form of the engage in th	ding, jewelry moking, etc.) ding, jewelry moking, etc.) and periodicals for c. Cook, READERS' DIGEST, etc.) dworking, metalworking, etc.) alfoimprovement otball, etc.) alinging, instruments, etc.) wher items iscussion groups ming, hunting, fishing, etc.) ure	s. c octivities? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	
1. Reading 2. Engaging 3. Reading 4. Attending 5. Attending 7. Gerdenin 8. Reading 10. Attending 12. Engaging 13. Visiting 14. Reading 15. Cellectin 16. Attendin 17. Engaging 18. Listenin 19. Going to	newspape in craft prafession gothletic gloys, televising general month or team gin team gin perfo or entertr non-fiction g stamps g educati g in indiv g to musi the movi	(1) Pleas enrol (2) The engage in the form of the engage in th	ding, jewelry making, etc.) ond periodicals ond periodicals ond periodicals order ond periodicals order ond periodicals order ond periodicals order order order order order orball, etc.) clinging, instruments, etc.) orther items iscussion groups oring, hunting, fishing, etc.) ore	s. c octivities? ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	

(C5)	b.	(continued)
		If no, identify the course you would like to see taught.
(C5)	c.	Did you learn what you wanted to about the leisure time
• • •		activity? Yes No
		If no, please indicate what you wanted to learn.

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TO BE COMPLETED BY EMPLOYERS:

(A4,C1,D1) a, Employer evaluation of job performance.

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

	,						-																
ANSWER THE THREE QUESTIONS	th	How important is this skill for his present job			I	2 How would you evaluate him on this skill				3 How does he compare with others of about his age who had not a? ended the GJVS													
AT THE RIGHT FOR EACH OF		1	2	T	3		4		ì	2)	4			1	Τ	2	Т	3	.:		4
THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	Of no real	Importance	Slightly	Important	Considerably	of critical	Importance	Needs much	improvement	General ly	Generally	above average	Outstanding		Have no one to	ā	: E	deling same mork	Does about as	well as others	3	Does better	than others doing same work
I MANUAL JOB SKILLS. Refers to skill at using or operat- ing tools, equipment, mater- ials, machines, etc., in the trade.	()	()	()	()	()	() ()	()	()		•)	()
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	()	()	()	()	()	~) ()	()	()	())	()
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts under- lying the practical trade work.	()	()	()	()	·)	() ()	()	()	())	()
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	()	()	()	(•	·	~	() ()	()	(3	()	ľ			()
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	()	()	()	()	()	()	()	()	()	()	()		;)
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	()	()	()	()	~)	()	()	())	()	()	()		()
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	()	(()	(,	()	()	()	()		()	()	()		()
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co- workers, other tradesmen, etc.	(,	()	()	(,	(,	,	()	(,	()	1	.()	()	()		()
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	~)	(()	()	()	()	()		()	(~	()		()
10 ATTITUDE TOWARD WORK. Refers to such behavior as absentee-ism, rule violation, concern for quality work, cooperation, etc.	()	()		()	()	()	()	(X	()		()	()	()		()

(A5,C2) a. Employer's evaluation of relevance of GJVS training

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS	How important is this skill for his present job How prepared was he when he first started working				•										
AT THE RIGHT FOR EACH OF		1 2 3		I	4		1		2			4			
THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	Of no real	Importance	Slightly	וווים ורפוור	Considerably		importance	Needs much	improvement	Generally	satisfactory	Generally	above average	Outstanding	£
I MANUAL JOB SKILLS. Refers to skill at using or operat- ing tools, equipment, mater- ials, machines, etc., in the trade.	(•	()	()		()	()	()	•)	()
2: JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	·)	~)	()		()	ľ)	Č)	()	()
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts under- lying the practical trade work.	()	()	()		()	()	()	·)	()
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	(`	()	~		()	()	()	()	·)
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	()	()	()		()	ľ)	()	()	()
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	()	()	~		()	()	()	()	()
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	()	•)			()	()	()	()	()
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	()	(>	())	()	ľ)	()	(>	~)
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	()	(X	()	()	·)	()	·)	()
10 ATTITUDE TOWARD WORK. Refers to such behavior as absentee-ism, rule violation, concern for quality work, cooperation, etc.	•)	(*	()	()	()	()	()	()



- (A8) a. Employer evaluation of specified graduate work habits.
 - (1) Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate boxes.

		Needs much Im- provement	Generally Satisfac- tory	Gene <i>r</i> ally Above Average	Out- standing
(a)	Communication Skills. Refers to skill at speaking, writing, sketching, etc., to communicate ideas.		2	3	4
(b)	Personal Relations Skills. Refers to skill at dealing with people such as customers, co-workers, other tradesmen, etc.	1	2	3	-
(c)	Attitude Toward Work. Refers to such be- havior as absentee- ism, rule violation, concern for quality work, cooperation, etc.		2	3	4

(C4)	a.	Emp 1	loyer comments			
			e taking the following upgra you noticed any improvement on			
		Chec	k all that apply.			
				A Great Deal	Some	No Improvement
		(1)	Manual Skills			
		(2)	Job Practical Knowledge	3 -23-24-4	فطيطندسسيب	
		(3)	Job Theoretical Knowledge			
		(4)	Mathematical Skills		-	
		(5)	Communication Skills			
		(6)	Reading and Interpretative Skills			-
		(7)	Clerical Skills			e-(re(s))
		(8)	Personal Relations Skills			1
		(9)	Supervisory Skills			
		(10)	Other Skills; Add what you feel applies to your job and is not covered above.			

TO BE COMPLETED BY THE GJVS STAFF:

PLEASE COMPLETE THE FOLLOWING ITEMS:

(A1)	а.	Total Number of Possible GJ\ (Total enrollment in feeder planning to go to college)		Counselo
		Beavercreek	Greeneview	
		Cedar Cliff	Sugarcreek	
		Fairborn	Xenia	
(A1, B7)	b.	Total Number of Students App September 1967.	lying for Admission	in
		Beavercreek	Greeneview	
		Cedar Cliff	Sugarcreek	
		Fairborn	Xenia	
(A1, B7)	c.	Total Number of Students Enr September 1967.	olled in the GJVS in	
		Beavercreek	Greeneview	
		Cedar Cliff	Sugarcreek	
		Fairborn	Xenia	
(A1, B7)	d.	Description of Enrollment by Course	Number of Students Applying	Number of Students Enrolled
		Vocational Agriculture		
		Hor ticul tu re		
		Advanced Ste no graphic		***************************************
		Advanced Business Machines		
		Data Processing		-
		Cooperative Office Education		
		Automobile Body Repair		
		Automobile Mechanics		
		Carpentry		
		Commercial Art		
		Cosmetology		
		Dental Assistant		
		Medical Assistant		
		Electronics		



(A1,B7)	d.	(continued)				
		Description by Course	of Enrollment .	Number of Students Applying	Number of Students Enrolled	Counselor
		Machine Tra	des			
		Mechanical	Drafting			
		Printing				
		Food Prepara	ation and Service			
		Diversified	Cooperation Training			
		Distributive	e Education			
		Occupationa	l Work Experience			
(A2,F5)	а.	List the vocaschool and the September 196	ational education cours he enrollment during th 66.	ses taught at o ne school year	each feeder beginning	
			Courses		Enrollment	
		Beavercreek				
				 .		
		Cedar Cliff				
		•				
		•				
		Fairborn				
						



(A2,F5) a. (continued)

Greeneview			Counselor
			
	•		
Cuannanal			
Sugarcreek			
Xenia		;	

(A2,F5) . List the vocational couration courses taught at the GJVS and the enrollment in each course.

Courses	Enrollment
	
	
	
	مرين ميس



	Beavercreek	Cedar Cliff
. ·		
•		
-		
	<u>Fairborn</u>	<u>Greeneview</u>
-		
-		
-		
_		
-		
	<u>Sugarcreek</u> .	<u>Xenia</u>
_		
_		
-		
_		

Counselor



(A2,F5) d. List the courses or extra sections of courses provided in the Counselor feeder schools as of September 1967 which were not offered prior to the opening of the GJVS. Beavercreek Cedar Cliff <u>Fairborn</u> <u>Greeneview</u>



(A2,F5)	d.	(continued) Sugarcreek	Counseld
		Xenia	
(A2,F5)	e.	List the number of students enrolled in courses, feeder schools and the GJVS, which were not available to the opening of the GJVS in September 19	lable to students
(A3)	а.	Obtain the average number of dropouts for each based on the numbers for the last three years Beavercreek Greeneview	(1964, 1965, 1966).
		Cedar Cliff Sugarcreek Fairborn Xenia	

(A3)

Cedar Cliff

Fairborn

Sugarcreek

Xenia

Indicate the number of GJVS students dropping out of school.

(A3)	d.	Please list the reasons given by students for dropschool.	pping out of Counselor
		<u>List of Reasons</u>	Frequency
•			
(A4)	а.	Give number and percent of students placed in a converge their profile of interests, aptitudes, achievecommendations exceeded the minimum profile deeme for success in that area.	vements, and
		Number	
		Percent	
(A4)	b.		•
		(1) The number of parental complaints about students is (based on the number of parental complaints)	
		GJVS or feeder school).	
		(2) List the type or content areas of parental cor	
		<u>List of Complaints</u>	Frequency
			
			



(A4) c.	
---------	--

(רא)	C.	·	Counselor
		A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.	
		List the major points mentioned in this report.	
(A4)	d.	GJVS teacher ratings of the appropriateness of student placement	Teacher
		 List the students in your classroom who you feel were not properly placed. 	
•		<u>Names</u>	
		(2) Indicate why you feel this to be true. Please do so for each student named above.	

(A4)	e.		er school complaints absedures reported to the		lacement ar	nd enrollmen	t Counselor
		(1)	Number of complaints.				
			Beavercreek	Greeneview		-	
			Cedar Cliff	Sugarcreek		•	
•			Fairborn	Xenia			
		(2)	A list of the type or complaints.	content areas	of feeder	school	
			Five Most Frequent Com	<u>plaints</u>		Frequency	
		(3)	Suggested changes.				
			Five Most Frequent			Frequency	
			•				
(A4)	f.	Scho	ool Board satisfaction w	ith enrollmen	t procedur	es.	Director/Super
		(1)	List of complaints rep	orted to GJVS	or feeder	schools.	TH COMMONE
			Five Most Frequent				•



(A5,C2,C4) a.	T&I supervisor and/or the director approval of the equipment, shop setup, and outline of the tasks to be included in the course of study.			T & I Supe
• .	Approved.	Not appr listed b	ovedfor reasons elow.	
A5,C2,C4) b.	A list of the number of stude course task or activity. (Example to correctly replace brains)	ample: The number	erforming each of students	Teacher
	Course Title			
	Course Tasks	Succ	per of Students essfully Completi	ng
EXAMPLE:	'Replace brake linings'		''19''	
A5,C2,C4) ^C	. Lis the course having advinumber of tapets into ives of posing each committee.	sory committees as both industry and	well as T & labor com vis	: Super-
	Course Title			-
	Advisory CommitteeYe Number of Members Representi	•		
	Number of Members Representi			
	Number of Meetings Held with			

(AO)	a.	when you started your first full-time job.	Teacher
(A7;C3)	a.	• GJVS course instructor evaluation of compatibility of job accepted by <u>(student's name)</u> in terms of his achievement and training.	
		(1) What would you say the relationship was between the first job accepted by <u>(student's name)</u> and his training? Chack the statement which best applies.	
		(1.1) Little or no relationship at all.	
		(1.2) Some relationship.	
		(1.3) Great deal of association.	
		(2) Which of the following statements best describes the relationship between the job accepted by (student's name) and achievement in school?	
		(2.1) Job too easy for student.	
		(2.2) Job too difficult for student:	
		(2.3) Job appropriate to student's level of achievement.	
(A9)	а.		Director/ Superintende
		(1) Check the statement which best expresses your feeling about the relevance of the course outline to daily life and work.	
		(1.1) Irrelevant	
		(1.2) Somewhat relevant	
		(1.3) Relevant	
		(1.4) Highly relevant	
		(2) Indicate which topics, if any, in the course outline should be revised.	
			
			



A10)	a.	Ratings by the GJVS director and/or superintendent of the Director/ relevance of the course outline to students, their families, Superintende and the community.
		(1) Check the statement which best expresses your feelings about the relevance of the course out- line to students, their families, and the com- munity.
		(1.1) Irrelevant (1.2) Somewhat relevant
		(1.3) Relevant (1.4) Highly relevant
		(2) Indicate which topics, if any, in the course outline should be revised.

(A11)	a.	Type of Problem	Frequency	Counselor
(A11)	b.	Number of students recommended to counselor by Type of Problem	Frequency	
(A11)	c.	Number of students receiving counseling at the an academic year.	GJVS during	
(A11)	d.	Number of students who have improved since see as rated by teacher.	eing counsel. `as	Teacher
		(1) Check the statement which best describes behavior in class since being sent to the	_	
		(1.1) The student is worse.(1.2) The student is about the same.(1.3) The student has improved.		
		(2) Please give your frank opinion about the items concerning your GJVS education.	followin g	
		<u>Poor Satisfa</u>	ctory Good Excel	<u>lent</u>
		(a) Counseling given to students		_
•		(b) Teacher interest in student problems		_
		(c) Counselor interest in student problems	-	-



(A12)	а.	List the services GJVS will provide.	Counselor
(A 12)	b.	List the services the feeder schools will provide.	
/a 19\			
(A12)	c.	List the services to be provided by the feeder schools for which coordination has taken place between the GJVS and the feeder schools.	
(A 12)	d.	Number of GJVS students participating in extracurricular activities at their feeder schools.	

				f-Instruc. rarian
A13,C6,F2)	a.	Is the self-instructional library operational?	Yes	No
(A13,C6)	b.	List the number of programs available by content or	course area	l •
			Number o	
		Content or Course Area	Programs <u>Availabl</u>	
		Content of Course Area		
			· · · · · · · · · · · · · · · · · · ·	_
				-
			· · · · · · · · · · · · · · · · · · ·	-
				-
(A13)	c.	Number of students making use of the facility.		
(A13)	d.	Number of students receiving passing scores on post-	tests	
(A13)	e.	Average grades or percent correct on each program.		
(A13,C6)	f.	GJVS teacher ratings of usefulness of facility.		Teacher
		 Circle the letter that best expresses your feel about the self-instructional materials library. 	ings	
		(1.1) a. Useless		
		(1.2) b. Of little value		
		(1.3) c. Helpful		
		(1.4) d. Very helpful		
		(2) Indicate in a paragraph or less what you find m useful about the self-instructional library.	ost	
		•		



(13,06)	f.	(con	tinued)	Teacher
		(3)	Indicate in a paragraph or less what you like <u>least</u> about the self-instructional library.	
•			Five Dislikes Most Frequently Mentioned	
		(4)	indicate in a paragraph the single change that you feel would most improve the usefulness of the self-instructional library for you.	

(A14,C7)	a.	List the courses requiring apprenticeship credit.	
(A14,C7)		Number of meetings held with joint apprenticeship committees for each course included under item a.	
(A14,C7)	c.	Amount of apprenticeship credit received by each course specified in item a.	
(A14,C7)	d.	Where credit was not given, list the reason and do so separately for each course.	
		Course	Reasons
		•	



(B1)	a.	List of materi	als made	availa	ble to reeder :	schools	thi oug
(B1·)	b.	Number of visi schools by GJV part of the gu	/S person	nel to	chools and/or journal speak to the s	unior hi tudents	igh as
(B1)	c.	Number of meet responsible fo	tings wit	h feede m deve	er school guida lopment.	nce pers	sonne 1
		Beavercreek			Greeneview		
		Cedar Cliff			Sugarcreek		
		Fairborn _			Xenia		 ,
(B1)	d.	the student in a realistic un	n explori nderstand	ng the	ance program de world of work a his own skills ir junior high	and devo	sto ping
			Yes	No		<u>Yes</u>	No
		Beavercreek			Greenev i ew	-	
		Cedar Cliff		*****	Sugarcreek		
		Fairborn			Xenia		

(B2)	а.	Have procedures been developed which specify what it is feeder school personnel must do and who they should contact at the GJVS to coordinate placement?
•		Yes No
		if yes, list the procedures or steps which must be taken to initiate action by the GJVS.
(B2)	b.	Feeder school guidance personnel awareness of procedures necessary to coordinate placement.
		(1) Number of feeder school counselors who can correctly provide the steps or procedures necessary to coordinate placement with the GJVS.
		(2) Total number of feeder school counselors involved in coordinating GJVS placement programs.
(B2)	c.	Number of non-GJVS student requests for aid in placement (requests initiated by feeder school counselors).
		Beavercreek Greeneview
		Cedar Cliff Sugarcreek
		FairbornXenia
		Total
(B2)	d.	Number of non-GJVS students placed.
(B2)	e.	Number of GJVS students to be placed.
(B2)	f.	Number of GJVS students placed.



(B2)	9•	If coordination is poor-based on the difference between items (e) and (f), list reasons why this is so.
(B3)	a.	List the materials concerning the world of work and job op- portunities that have been provided feeder school counselors.
(B4)	a.	Have testing schedules been developed for each feeder school? Yes No
		If no, indicate the schools for which schedules have not been developed.
/Jala/	L	Has a staff member in each feeder school been assigned re-
(B4)	b.	Has a staff member in each feeder school been assigned responsibility for coordinating the GJVS testing program? Yes No
		If no, indicate for which schools this is true.
		· ·

(B4)	c.	Indicate the number of applischool.	cants tested from each feeder
		Beavercreek	Greeneview
		Cedar Cliff	Sugarcreek
		Fairborn	Xenia
(B4)	d.	List the standardized tests school students desiring to	being administered to feeder go to the GJVS.
		<u>Beavercreek</u>	<u>Greeneview</u>

		Cedar Cliff	Sugarcreek
		<u>Fairborn</u>	<u>Xenia</u>



(B5)	а.			ings and s elopment o						ession	al
		(1)	Number of	counselor	s atte	ending	each m	neeting	or se	minar	•
			(a)			(d)					
		(2)	(a) (b) (c)	content or						eminar	•
			(1)								
(B5)	b.	selo		and artic e designed t.							
		<u>List</u>	of Book T	itles					Numb	er of	Copies
											_
											_
		<u>List</u>	of Titles	of Articl	<u>es</u>				Numb	er of	Copies
											
						-					
											-



Counselor

(B6) a. Number of employers listed.	
(B6) b. Number of jobs listed.	
(B6) c. Number of job descriptions listed.	
(B6) d. Number of meetings and/or phone calls to ment of handbook.	o coordinate develop-
(B6) e. List the problems involved in coordination of the handbook.	,
(B6) f. Has handbook been published?	
(B6) f. Has handbook been published?\	
(B6) g. Number of students using the handbook.	
Beavercreek Greenevie	BW
	ek
Fairborn Xenia	



a.	a. Did the records and reports required by the State Department of Vocational Education result in the raimbursement antici- pated?							
			Y	es	_ No			
	If no, indicate	e why.						
b.	Number of compl to GJVS personn					onnel	Couns	elor
		Ту	pe of Comp	laint		Frequency		
	Counselors							
	Principals							
								
	Teachers							
					_			
					_			
c.	Please indication	te your feel eed to use.	ings about	the availa	bility	of the stu	dent	Teach
((1)They are re available.	arely (2)_	They are available	generally e.	(3)	_They are a always ava	lmost ilable	•
(f you checked s or what records	tatement 1 o	r 2, brief ke to have	ly explain available.	why yo	u feel this	way	
•								
-								
•								

Counselor

(B8) €.	List of courses maintaining behavioral records of stude. (Example: correctly replaced clutch, re-aligned brakes, etc.)
(B8) e.	Has responsibility been assigned for the maintenance of
	evaluation records? Yes No
	If yes, identify this person or persons.



(C1)	a.	Number of adults enrolled in programs designed for employment
(C1)	b.	List of adult courses available.
(C1)	c.	Number and percent of adults placed in a course in which their profile of interests, aptitudes, and achievement exceed the minimum profile deemed necessary for success in that area.
		Number Percent
(C1)	d.	GJVS counselor sacisfaction with adult placement procedures.
		A written evaluation of the adult enrollment procedures will be made. The report will stress ways in which the procedures can be improved and/or simplified.
		List the major points mentioned in this report.



leacher

(C1)	e.	GJVS ment	teacher ratings of the appropriateness of adult please-
		(1)	List the names of adults in your classroom who you feel were not properly placed.
			Total number of students teachers feel were not properly placed.
		(2)	Indicate why you feel this to be true. Please do so for each student named in (1).
			Five Most Frequently Stated Reasons
(c3)	a.	Gradu	ate starting salaries Teacher
		(1)	Indicate the average starting salary or hourly wage of graduates of the GJVSby courseexcluding those in the military or other national service organizations.
			Course Starting Salary



(C4)	a.	List the courses offered for upgrading an	d promotion.
		Courses	<u>Enrollment</u>
(C5)	a.	List of leisure time courses offered.	
		Courses	Enrollment
			
		•	Male
(c6)	a.	Number of adults making use of the self-	instructional facility.
(c6)	b.	Number and percent of adults receiving papers post-tests.	assing scores on
		Number Percent	
(C6)	c.	Average grade or percent correct obtained program.	i by adults on each



(D1)	a.	List the sources of information about employment data being received by the GJVS.
(D1)	b.	Is there a routing procedure of the above mentioned mate- rial to relevant GJVS personnel (Director, Superintendent, and Area Supervisors)?
		Yes No
(01)	c.	Number of meetings with representatives of employers and labor to discuss training needs.



(D2)	a.	List of courses for which records of the tasks students actually can perform is available.
(D2)	b.	List of employers contacting the school for employees.
(D2)	c.	List of the employers contacted by the GJVS.

(D3)	b.	List of the employers contacted by the GJVS regarding the opportunity for retraining and updating their employees.
D3)	c.	Number of meetings conducted to discuss employee retraining and upgrading with local employers.
٠		Local Employers Number of Meetings
D3)	d.	List of the retraining and upgrading courses offered by the GJVS.



(E1)	а.	List the working conditions or procedures which detract from your maximum job performance.
•		·
(E1)	b.	List the things that you think would allow you to do your job better.

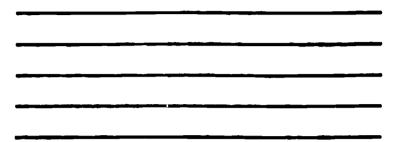
(E2)	a.	Is there a formal teacher evaluation program?	
		Yes No	
		If yes, indicate minimum number of meetings or observations scheduled by supervisor.	
(E2)	ь.	Number of teachers participating in courses, seminars, or workshops designed to update their teaching skills.	
		Number of staff members	
		Number participating in updating programs	
(E2)	c.	Teacher perception of supervision	Teacher
		(1) Do you feel you have adequate time to discuss relevant matters with your supervisor?	
		Yes No	
		If no, cite an example of topic you would like to discuss.	
		(2) List the areas in which you feel your supervisor has been most helpful.	



(E2)	c.	(conti	nued)
/LL/	∙.	(CONT.	nueu,

Teacher

(3) List the areas in which you feel you need the most aid in order to develop professionally.





(F1)	a.	List the local schools, ag a concerted attack on the community.			
•		Groups		Contact	
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
		type of contacts made. Group	Type of Contact- Phone, Personal Letter, Other	Num	ber of
		<u> </u>	gottor, other	9011	
				<u> </u>	
				-	
				•	
			· · · · · · · · · · · · · · · · · · ·		
				_	
				_	



(F1)	c.	List the agencies with whom you are actively cooperating or coordinating programs.			
		Agencies	Type and Purpose	of Program	
•					
(F3)	a.	List of organizations making use	e of GJVS meeting		
		<u>Organizations</u>	Frequency	Number of Persons Attending	
(F3)	b.	Comments about use of room by the organization.	he responsible men	nber of the	
		(1) Were the facilities and ar	rangements adequat		
		If no, explain.		-	



(F3)	b.	(Continued)
		(2) List any suggestions that might make the GJVS facilities more useful to you.
		Frequency
(F4)	a.	List of organizations to which GJVS personnel made presentation.
		Organizations Approximate Number of People Attending Meeting
(F4)	b.	List of personnel responsible for public relations and/or GJVS presentations.
		Name Number of Presentations
(F4)	c.	List of groups and organizations for which presentations explaining the objectives of the GJVS would be useful to the accomplishment of GJVS goals.



(F5) f. Proportion of feeder school costs attributable to vocational education.

Beavercreek

	Total School Expenditures	Dollar Amount Attribut- able to All Vocational Education Courses
Attendance Services		
Health Services		
Transportation Services		
Operation of Plant		
Fixed Charges		
Food Services		
Student Body Activities		
Instructional Costs		
Maintenance of Plant		
Capital Outlays		
	Health Services Transportation Services Operation of Plant Fixed Charges Food Services Student Body Activities Instructional Costs Maintenance of Plant	Attendance Services Health Services Transportation Services Operation of Plant Fixed Charges Food Services Student Body Activities Instructional Costs Maintenance of Plant

Cedar Cliff

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendanca Services		
(2)	Health Services		•
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(3)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		charles regard regions and resident to the second



(F5) f. (continued)

<u>Fairborn</u>

			Dollar Amount Attribut-
		Total School	able to All Vocational
		Expenditures	Education Courses
(1)	Attendance Services	فالبر سيقبوا البراسيوا المتواطنة	
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges	-	
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs	*	
(9)	Maintenance of Plant		•
(10)	Capital Outlays		

Greeneview

		Total School Expenditures	Dollar Amount Attribut- able to Ali Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges	-	
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs	•	
(9)	Maintenance of Plant		
(10)	Capital Outlays		



(F5) f. (continued)

Sugarcreek

		Total School Expenditures	Dollar Amount Attribut- able to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		,
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Cutlays	•	
	<u>X</u>	<u>enia</u>	
		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges	·	
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		



(9) Maintenance of Plant

(10) Capital Outlays

TO BE COMPLETED BY FEEDER SCHOOL STUDENTS:

(A2)	a.	is there a course or several courses you would like to see taught in high school that is (are) not currently available here or at the GJVS?					
		Yes No					
		If yes, please list.					



TO BE COMPLETED BY FEEDER SCHOOL PERSONNEL:

(A3)	a.	Please list the reasons given by students for dropping out	of school.
		<u>List of Reasons</u>	Frequency
•			
(B5)	a.	Please list the activities or content areas you think you more about in order to be a better counselor.	need to know



TO BE COMPLETED BY NON-STUDENT LIBRARY USERS:

(F2)	a.		Comments or suggestions made by library users involving ways to improve service.				
		(1)	In a paragraph or less, please indicate what you like best about the library.				
				Frequency			
							
		(0)					
		(2)	In a paragraph or less, please indicate wha like <u>least</u> about the library.				
				Frequency			
		(3)	Indicate in a paragraph or less what the li	brary			
				Frequency			
		,					



TO BE COMPLETED BY ADVISORY COMMITTEE MEMBERS:

(A5,C2,C4) a. Please indicate your feelings about the following aspects of the GJVS. Limit you response to the course or courses on which you served as an advisory member.

Advisory committee ratings:			Fair (2)	Good (3)	Excellent (4)	
(1)	Adequacy of shop facilities.	()	()	()	()	
(2)	Relevance of training to actual industrial performances.	()	()	()	()	
(3)	Breadth of completeness of training.	()	()	()	()	

TO BE COMPLETED BY COMMUNITY GROUPS:

(76) a. Create and maintain a favorable image of the GJVS and its services.

What are your opinions of the school in terms of the characteristics listed below? Give your answers by checking the appropriate space at the right. If you do not feel qualified to voice an opinion or have no opinion, please check the "no opinion" space.

		1	2	3	4	5	
	SCHOOL CHARACTERISTICS	NO OPINION	POOR	FAIR	GOOD	EXCELLENT	
1.	Adequacy of shop facilities	()	()	()	()	()	
2.	Competence of vocational in- structors	()	;)	()	()	()	
3.	Adequacy of student counselin	g ()	()	()	()	()	
4.	Efforts to prevent drop-outs-	()	()	()	()	()	
5.	Quality of course offerings	()	()	()	()	()	
6.	Relationship with community	()	()	()	()	()	
7.	Reputation in community	()	()	()	()	()	
8.	Skill level of vocational graduates	()	()	()	()	()	
9.	Relationship with local employers	()	()	()	()	()	
10.	Relationship with local labor groups		()	()	()	()	
11.	Quality of vocational student	s ()	()	()	()	()	
12.	Variety of course offerings	()	()	()	()	()	
13.	Effort to place graduates	()	()	()	()	()	
14.	Work habits and attitudes of graduates	()	()	()	()	()	



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